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The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

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TERMS.

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New York, January 13, 1883.

THE

Scholar's Companion

FOR JANUARY

opens with a pretty little illustrated story of "The Snow Angel." This is followed by "Two Boys," "A True Story of Florence Nightingale," "What a Boy's Broom Did," "The New Year's Exhibition," a story of the funny experience of a boy who tried to be "Supe" at an dramatic entertainment; "Stories About Girls," written and illustrated by Amy B. King, and "The Clonian Club," by H. A. S. There are also many interesting brief accounts of curious facts, anecdotes of great people and places, some fine selections of poetry suitable for recitation, a dialogue by Leoline Waterman, "Some Evening Games," and several excellent prose declamations. The publishers are increasing the number of illustrations this year, which is a very pleasing feature in the little magazine. Great interest is being shown by the subscribers in the School Room, Writing Club and Letter Box departments, which is quite natural, considering the many out of the way points brought up and discussed by "Cousin Alice" and the different scholars—and the truly handsome prizes awarded each month for proficiency, neatness and quick work. Only 50 cents a year, 5 cents a copy.

SUPPOSE the counties in New York State were examined as Norfolk county, Mass., was examined a few years ago by George W. Walton. Undoubtedly the public would be astounded at the results. They would find that the education was of a very poor quality indeed. And this is just what Gov. Butler is driving at. He says in effect, get the best teachers you can for the primary schools, pay the bulk of your wage-money to them. This is sensible.

At the last meeting of the Board of Education in this city, grammar was nearly knocked off the list of studies. We beg Com. Wood and Crawford to pause a little and consider the condition seventy schools and over would be in if they had been successful. They would be called grammar-schools, and would not have a bit of "grammar" in them! The descriptive term "grammar" should be stricken out; the chief business once was "grammar," but it is not now and will still less be needed.

GOVERNOR Robinson (N. Y.) threw a bomb-shell into the educational camp a few years ago, and it created considerable confusion; but Governor Butler has outdone him. Governor Robinson did not understand the temper of his time; Gov. Butler does. We have no hard words to fling back, for he gives us facts and these must be considered, whether pleasant or not. Mark, Gov. B. is not opposed to education; very far from it; he complains in truth that we do not get what we pay for,—and that this journal has constantly asserted. We have stated the matter in different phrases, and no small number of teachers have been "mad as pipers" about it. Now the Governor of the great State of Massachusetts says it. We simply say, "Thank you; the teachers ought to hold meetings and devise remedies for such a state of things." But do you believe they will, dear reader? Of course not. They will more likely discuss the "Transit of Venus."

EDUCATIONAL CATALOGUE.

We are about to publish a catalogue of educational and other books needed by teachers. Those who have books of this kind they do not need will please tell us what they have. Send for this catalogue, teachers. Own a professional library. There are teachers who have never seen a professional book.

SPREAD THE LIGHT.

It has been many times said in this paper that education is to be more closely inspected in the coming years than in the past. The time will come when no untrained person will be allowed to take charge of a school; the teachers ought to see this and demand it and not have it forced upon them. We urge every teacher to obtain and spread all the educational light he can; let him build up his profession; let him render it worthy to stay in, and stay in it. This demands untiring devotion. Reader, there is more for you to do than to get a place and get a salary.

TO THE NEW YORK LEGISLATURE.

You will at this session elect a State Superintendent of Schools—an officer whose services are of more consequence to more people than any other in the State. There are 30,000 teachers to be superintended, a million of children to be cared for, and eleven millions of dollars to be distributed. The educational people of the State trust you will select a man fitted by experience, culture and taste for this office. It would be a disgrace to give it to a mere politician.

After considerable correspondence with educational people in all parts of the State I conclude that Andrew McMillan, now and for many years Superintendent of the public schools of Utica, will satisfy the majority of them better than any other man. In their name I urge his election; personal or pecuniary interest in the matter I have none; but for over thirty years I have been a laborer in the educational vineyard of the Empire State, and feel deeply concerned that our chief officer should be a man that is known to understand the wants of our schools. These schools need to be carried to a higher pitch of excellence. You will find by scrutinizing Mr. McMillan's record that he possesses the qualifications our State requires of its educational superintendent.

AMOS M. KELLOGG.

MASSACHUSETTS.

Governor Benjamin F. Butler, in his message to the Legislature, makes statements that will attract wide attention. We believe with him, that the place to spend money is on the primary and rural schools.

"Massachusetts has claimed, and justly, as large a proportionate expenditure of money on the education of her children as any State in the Union. There are two States in the Union, Iowa and California, which appropriated for 1880 more money per capita for education than Massachusetts. It appears by the report of the Commissioner of Education for 1880 that the State of Iowa expended for education the total sum of \$5,625,248, and that Massachusetts expended the sum of \$5,156,731. The population of Iowa was 1,624,619; the population of Massachusetts was 1,783,085—not far from equal. In 1880 the native-born population of Iowa above ten years was 926,801. The native-born population of Massachusetts above ten years was 1,005,576. Or, Iowa had seventy-five per cent of such native-born population, while Massachusetts had seventy per cent, or five per cent less than Iowa. Now the illiteracy of Massachusetts, i.e., those of ten years and upward who could not read, was by the same census 5.3 per cent, and the illiteracy of Iowa by the same census was 2.4 per cent or 2.9 per cent less than Massachusetts. This difference of illiteracy as against Massachusetts in the comparison between her and Iowa cannot be accounted for from the fact that Massachusetts had more foreign population, because the excess of our foreign population was only five per cent over Iowa, which would only reduce the per cent of illiteracy in favor of Iowa and against Massachusetts to 2.32 per cent.

"What distinguishing difference is there in the systems of education of the two States in their administration? Iowa, of the \$5,-

621,000 expended for educational purposes, expended only \$2,901,943 for salaries, including superintendents; while Massachusetts, of \$5,156,000, expended \$4,494,225 for salaries for teachers, including expenditure for apparatus and school-books. Cost to Iowa per capita of her school population, \$8.17; Massachusetts, \$14.91. Iowa paid an average of \$31.16 per month for male and \$26.28 for female teachers. Massachusetts paid an average of \$67.54 per month for male, and \$30.59 for female teachers. One noticeable fact will appear from these figures; that not only is the percentage of illiteracy less in the State where the salaries of teachers are less, but while the amount paid for salaries and other expenses in Massachusetts has been steadily increasing for years, the percentage of illiteracy has not decreased with equal step.

"Boston affords a curious illustration of the increase in cost of teaching in her schools. I take that city for illustration because she has every class of schools; they are claimed to be the best in the commonwealth, and the city has quite one fifth of our population. In 1854-5 the whole number of day scholars was 22,528; the salaries of teachers, officers and school committee, \$198,225; the net rate per scholar, \$10.94; the total expenditure, \$274,848. In twenty years, 1874-5, the whole number of day scholars and evening scholars, 46,454; salaries of teachers and officers, \$1,249,498; rate per scholar, \$36.54; total expenses \$2,081,043. Increase in number of scholars, 106.7 per cent; increase in cost of teachers, 530.3 per cent; increase in cost per scholar, 231.6 per cent; increase in total expenses, 657.1 per cent. It will be observed in the list of studies and the list of salaried teachers, that while drawing is taught at great expense, there only appears the sum of \$1,380 that has any relation to penmanship and that in the normal school. Nor is there any provision for teaching bookkeeping, even in the lower and most simple forms; and the same may be said of other cities in Massachusetts.

"Now, we know it to be true, as a fact, that in almost all the cities and many of the large towns of the commonwealth there are private schools to teach bookkeeping and the manner of transacting commercial business, sometimes called commercial colleges, and whose advertisements and circulars show that they claim the necessity for their existence is that such branches are not taught in our schools. Why not, rather than physiology and psychology? And the pupils in those schools are usually graduates from our high schools, where these fancy branches I have named are taught. I submit these are not subjects to be taught in a common school education; certainly not until the high percentage of illiteracy in Massachusetts, i.e., persons ten years of age and upward who cannot read, of 5.3 per cent, is brought down to the grade of a far Western new State, hardly yet wholly reclaimed from the wilderness, Iowa, which has but 2.4 per cent of illiteracy.

"Notwithstanding all boasts of what we had been led to believe was rightful of our school system and schools; in spite of the learning and culture of Massachusetts; of our enormous outlay—more in proportion than any of the other States, save two, one of which, California, is more illiterate than we are in percentage—Massachusetts has a greater percentage of her citizens who are illiterate, above the age of ten years, who cannot read, than the States of Colorado, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Vermont and Wisconsin, so that she is the nineteenth State in the illiteracy of her population of the thirty-eight. The deductions which I make from these facts are: First, that we have schools for special classes which draw from our general school funds, which should be for the use of all alike, by far too much. Second, that the salaries of the principals in most of the higher schools, teachers and superintend-

ents, are very much more than they ought to be. Or, to use other words to express my meaning, higher than other like business pays, and higher than the sum for which equally good services could be and are obtained. As a rule salaries do rise, but rarely or never lower; and the larger the salaries the more surely this rule works. But this is not true of the teachers in the lower grades, of whom more than eighty-four per cent are women, whose salaries, in comparison, are by far too low; being, as we have seen, only forty four per cent of the salaries of men. I believe that the best teachers are wanted for the lower grade schools, and that a woman who can teach successfully such schools does the most service to the State, and ought to be correspondingly paid therefor.

"To state my views in another phrase: As a prevention of pauperism and crime, to fit our people for suffrage, use all the educational force of the State, educate the masses up to a certain necessary point. The classes above will and ought to educate themselves up to a still higher point. Do not take the common fund and give it to the few, or have it expended in such a manner that all cannot equally enjoy its advantages; and, above all, have that expenditure an economical one, and not pay low salaries to the teachers of the many and high salaries to the teachers of the few.

"The State has five normal schools which it carries on from the common-school fund. In 1881 these schools had 836 scholars, about two-thirds of whom were young women, of which total number 184 were graduated. The expense per average scholar to the State was \$73.85, of which \$61.63 was for salaries of teachers, the total expense being \$61,760.79. Assuming that a corresponding number will be graduated every year, then the whole cost to the State of each graduate will be \$335 plus; to this I do not add the cost of the land and the very large establishments built by the State for these schools, because I am informed by the auditor's reports that the "value of the five normal school establishments has not been ascertained." What right had these 184 young men and women to so expensive an education out of the common-school fund, at the hands of the State?

"Honorable Senators, and gentlemen of the House of Representatives: What is the practical solution of the educational question? Take the matter into your own hands. You are practical men. You know what kind of an education the people need and ought to have. Restrict the branches taught in the primary schools by law specifically to spelling, reading, writing, grammar, arithmetic, geography, history—preferably of the United States—and require that these shall be taught upon the same system to the same grade of scholars, in every common school in the commonwealth. When the scholar can show by an examination that he is well grounded in the elementary English branches then let him be admitted to a school of higher grade, where line-drawing for industrial purposes shall be taught, bookkeeping, algebra, geometry, the rudiments of the Latin and French languages, chemistry, physics, with natural philosophy in a rudimentary degree; and there a common school education should stop. When by this system of schools we have brought Massachusetts from her present position to be the first State in the Union in the reading and writing of her citizens, there will be somebody here, doubtless, more competent to advise what is best to be done.

A PLAIN narrative of any remarkable fact, emphatically related, has a more striking effect without the author's comment.—WM. SHENSTONE.

I THINK all lines of the human face have something either touching or grand unless they seem to come from low passions. How fine old men are!—GEO. ELIOT.

Good breeding consists in having no particular mark of any profession, but a general elegance of manners.

For the SCHOOL JOURNAL.

PRESSING NEEDS.

By A. M. B.

The State Teachers' Association of Tennessee makes a timely suggestion, from which ours of New York might wisely copy. It suggests that county teachers' associations should be represented in the State organization. The attendance of these delegates would be an element of power in our State association. It has been stated that there is no legal hindrance to the attendance of delegates; they certainly will have no legal right as representatives in that body unless such power is granted by the constitution. Notice was given at the last association at Yonkers that an amendment to the constitution would be proposed at the next annual meeting to give these delegates a place. Next it may be asked what is to be gained at the hands of the legislators this year. No amelioration can be effected without legislative action. And if the counties of the State, through their delegates assembled in the State Teachers' Association, should ask help of the Legislature, they would be likely to obtain it.

For the SCHOOL JOURNAL.

OLD-TIMERS.

There are men teaching in the school-rooms to-day who belong to the past as much as the fossils abounding in the rocks under our feet. At the west they irreverently call these *old-timers*. They usually began "to keep school" as soon as they had "finished the arithmetic," could "parse," and spell the words in Webster's spelling book. They were "strict" in discipline, because that was the fashion—not because it did the scholars any good. They had "classes" in the schools, for that was the fashion when they went to school. They have learned a certain routine which they suppose to be teaching; they believe they educate.

It is painful to hear these men so laborious to prevent whispering, so watchful that their pupils toe the mark: so strict in preventing the least degree of mirth,—called "*old-timers*." We protest against it. Are they not hearing lessons in arithmetic, geography, grammar, etc., and what more is any teacher doing? It is true they do not use the blackboard very much, draw maps, give language lessons, or employ concrete methods, but the reason is that they deem such things a new waste of time.

The "*old-timer*" believes in "thoroughness"; he drills his pupils in the "rules," in fact he pays particular attention to the memory; to forget, is with him, a capital offence. To be thorough is the *sum-mum bonum*, so the little boys are made to learn "the fore part of the spelling book"; then a good deal is said about the sounds of A, B, C, etc. All the notes and observations in the grammar are learned, so that clean work is done as far as he goes. My motto is not "how much, but how well learned." There are a great many "*old-timers*"; they hold out wonderfully. The pupils of these "*old-timers*" teach school on the same plan as the "*old-timer*" did, and so the species is not likely to die out for a century. Nothing maddens an "*old-timer*" more than any reference to *new methods*. He wants it to be understood that he knows all the methods that can be used in the school-room; the invention of *new methods* he protests against. It is inconvenient, he says, because it upsets the methods he now uses. As to oral teaching, he denounces that as a most arrant humbug. "Why," says he, "I tried it. I read to the children about the different things raised in the different zones and all that, and in a week or two I examined them and they could not recite smoothly at all. Now, my classes must be able 'to recite.' When I ask them about South America they must be able to get up and give the capes, rivers, mountains, etc. The oral method, too, is hard on the teacher; it would wear me out. No, Sir, I don't like it."

The "*old-timer*" sometimes takes an educational paper, but he thinks he could get along without it just as well. He declares the editors and writers to be theoretical fellows who have never had any experience. "Just let me put them in my

school and see if they would try their oral methods; why, it is as much as I can do sometimes to keep in the saddle." Neither does he believe in institutes and normal schools. "The pupil when in school is learning how to teach; no normal school can teach him."

The "old-timer" believes that Solomon was a very, very wise man; why he wrote "Spare the Rod," and that shows it. He despises moral suasion; he believes in putting the boys right through; the "old-timer" is not a fool.

For the TEACHERS' INSTITUTE.

ARE OUR LAWS IN FAVOR OF EDUCATION?

By JAMES E. HUGHES.

One of New York Institute instructors, Prof. Lantry, often places on the blackboard to be copied, highly condensed thoughts and expressions. To be understood these must be read *between the lines*. In looking through my note-book I find, "Take nothing for granted," "Knowledge never applies itself," "Unapplied knowledge is as worthless as the paper upon which it is written," "Opinions cannot be expressed in relation to scientific facts," "It is immoral to teach untruth in science, consciously," "A teacher is bound to know the latest facts and best modes of teaching, and use them," "The law lays no embargo on the intelligence of the teacher."

The law ought not to lay an embargo on intelligence. But is it true that it does not? In my own mind there are doubts as to the full truth of this statement. When a teacher is set to do duties under the dictation of some one who doesn't comprehend these duties, doesn't it seem as if there was an embargo on her intelligence? The odds are many times against a teacher. If there exists a unity of feeling between the district and the school, the parent and the school, the parent and the teacher, the child and the teacher, then the teacher can give full scope to her intelligence, but should this chain be broken, the teacher's success is not certain.

A casual look at some of our desolate, dilapidated, God-forsaken school-buildings shows us that the law is not effective to compel a district to repair until it gets ready. We have many schools with "a three-legged stool and a table to match," and no lock on the door; indeed, some of them would make wretched houses for an aristocratic set of hens. All the common necessities of a school are lacking; and a school with a dictionary and a globe furnished by the district is indeed a rarity.

For the SCHOOL JOURNAL.

NORMAL SCHOOLS

At the meeting of the New Jersey State Teachers Association, Prof. Hasbrouck of the State Normal School, said that he began teaching in a small country school-house when he was sixteen years and five months of age, and that was the best normal school for him that he had ever seen. If a girl, say ten years of age, passes from the primary department in a public school from room to room, having teaching in view, after graduating from the grammar school and high school, she ought to know how to teach. He thought it was a base slander upon teachers of New Jersey to say that a child after passing through all of this does not learn the art of teaching. The eight class-rooms of the present Normal School are the same as eight Normal Schools. If this be not so, then the Normal School is a failure. At West Point and on ship-board boys are put through the severest kind of training and fed on salt beef and hard-tack to make soldiers of them, and without such discipline they are not thought fit to command. He thought that every public school should turn out each year at least a dozen graduates who would be fit to teach.

If this is good logic we fail to see it. The man who has been doctored will make the best doctor, will he? The pupil goes to school to have his mind developed (at all events that is the natural theory) and obtain some useful facts. Why does that fit him to teach? We fail to see the connection. The people tried that plan and found it did not work, and so they erected normal schools. Those who believe in normal schools believe there is such a thing as the science and art of teaching. The majority of the people of this country agree with Prof. Hasbrouck, or rather he agrees with

them and we are sorry it is so. Before 1845, the State of New York thought that if a girl passed through the classes of the public school, she was fitted to teach, but Bishop Potter and other men of large observation saw that the process simply turned out young women, who had yet to learn to teach and in the face of great opposition the Normal School at Albany was founded at an annual cost of \$10,000 per year.

This experiment satisfied the people so well that seven more schools were founded and the annual expense is now \$160,000.

Gradually the people are coming to the conclusion that a girl that graduates from the public school does not know how to teach; they spend a large sum of money in the New Jersey Normal School on those graduates.

The position of Prof. Hasbrouck is illogical, and this is remarkable because he is a man of singularly penetrating mind. More than this experience "proves" his statement incorrect. In his judgment every High School is a Normal School. But the pupil of the normal school is (or should be) instructed in the art and science of education. Now this is of itself a subject so vast that only its elements can be mastered in a year. We commend the plan of the City of Newark. After graduating from an excellent High School those who wish to teach, spend a year in the theory and practice of teaching.

For the SCHOOL JOURNAL.

THE TEACHER'S OWN GAIN.

It is frequently affirmed that teaching narrows and cramps the mind of the teacher; and undoubtedly there is danger on this side. He who follows a specialty forgets the great world that has a thousand and one specialties. He must look not only into the school-room, but into the business affairs and the workshop. He must cultivate himself unremittingly; he must do for himself precisely what he demands his pupil should do for themselves—grow daily in knowledge. This is the watchword of the teacher, and actuated by it, teaching will be a great gain to him.

It may not be very apparent why a man should receive any less remuneration because he will derive so much benefit from teaching, but teaching is remunerative simply because it is teaching; because it affords so many opportunities for personal benefit. The men or women who set themselves to benefitting others, are themselves benefitted. "He who waters shall himself be watered." "Giving blesses twice, him who gets and him who gives."

There is the moral side. The conscientious Christian men or women who stand before a band of children, earnest that they should do right, will try to make moral truth plain to them; and this becomes plainer to the teacher as he explains it to them. It is not to the credit of our school-system that it takes untrained persons as teachers, and turns them out at the end of the few years spent there, in the school-room, trained morally as they could be in no other way, but it is a fact nevertheless. What green specimens have gone into remote districts and emerged fairly cultured. The common-schools of the county are wonderful places to make a young man or woman see the beauty of honesty, uprightness and purity of life. Endeavoring to eradicate meanness of all kinds, he finds that he can preach by a good example strongest of all.

There is a man, now governor of a state, who went away from home to teach a country school. He was crude in ideas, crude in judgment, crude in behavior; his school was about on his level. He saw he must be higher, nobler, stronger than any of them, and fought it out with himself. When he returned a change was visible in him; he was enthusiastic for doing good; he was in earnest to benefit each one he met, and he was sought as a teacher. His earnest spirit brought him into notice and laid the foundation of his present advancement.

But on the intellectual side how much more could be said? The schools have become celebrated as the training places of great men. No man but declares the benefit they have been to him. The school-districts have laid foundations on which the

mental structures of men of all grades have been built from farmer up to president. They entered hardly beyond their oldest pupils; they felt pressed to higher levels of excellence; they gave their nights to study; they emerged with solid scholarship.

The school-room is therefore a power for good to the teacher. In proportion as it is a benefit to the pupil is the reaction to be measured that falls to the teacher.

HEALTH IN SCHOOLS.

The Sanitary Council met in Minneapolis to discuss Health. Supt. Kiehle said: It is as easy to study physiology and hygiene without the least thought or disposition to apply the learning to one's own practice, as for a sinner to learn by rote the ten commandments. The good judgment of the teacher is an indispensable condition. The teacher, then, least of all, must not be a mere bookman. He must himself be an intelligent observer with good learning. His disposition will be continually to dispose his pupils to notice the effect of the objective conditions upon personal health and comfort. As to how such teaching as is to be secured for our schools—it must be by the united effort of those who are training teachers to observe rational methods in all their work, medical and professional.

F. B. Walker said: "The primary necessity of the useful citizen and successful man, is strong, vigorous, robust health. There is no difference of opinion on this point among thoughtful men. The sickly man is not an efficient producer, agent or actor of any kind. He is a cripple and burden upon society in proportion to his lack of vigor and energy. It is not important to the State whether the person can answer 100 or 10,000 questions in geography, grammar, botany, natural history or the Latin language. But in time of peace or war his value to the State is dependent upon the extent of his physical and mental force, directed by a knowledge of facts and figures, which our schools almost wholly ignore. To obtain an elementary education in our city schools requires twelve years of close, laborious study. The whole force and machinery of schools is directed toward the most effective devices and methods for cramming and crowding a multitude of things into the memory of the children. Each scholar is compelled to pursue from seven to ten studies. From two and one-half to three and three-fourths hours are consumed each day in recitations. They are confined in the school-room four and one-half hours per day. Taking out of this the time consumed in the recitations, and it leaves for the time to devote to study in the school-room, from one to two hours; or, running a general average, it takes over three hours per day to get through the recitations, and they have, say, one and one-half hours to devote to study. These recitations are from fifteen to thirty minutes in length, so that they are turning rapidly from one subject to another during the whole day. Those who have the best memories and readiest tongues are accounted the ablest scholars, and they can commit a greater variety of facts, names and dates to memory, in a given time, than those who have a slower memory, but very likely a better mind. The effect of this educational machinery upon the children we claim is: That it reduces to a considerable extent the physical system—not necessarily to produce disease of great apparent weakness, though it very often does this or more. It reduces their available force and energy, and lessens their chances of success and usefulness. It also reduces their natural independence and originality, and wears away any marked aptitude or genius which they might possess."

The causes which start men upon their careers are often seemingly the most slight and casual.—E. P. ROE.

Your work is not finished when you have brought the ore from the mine; it must be sifted, smelted, refined and coined before it can be of any real use and contribute to the intellectual food of mankind.—MAX MULLER.

THE SCHOOL-ROOM.

FOR MEMORIZING.

DO YOUR BEST.

Do your best, your very best,
And do it every day,
Little boys and little girls:
That is the wisest way.
What ever work comes to your hand,
At home, or at your school,
Do your best with right good will;
It is a golden rule.
For he who always does his best,
His best will better grow;
But he who shirks or slights his task,
He lets the better go.
What if your lessons should be hard?
You need not yield to sorrow,
For he who bravely works to-day,
His tasks grow bright to-morrow.

BOYS WANTED.

Boys of spirit, boys of will,
Boys of muscle, brain and power
Fit to cope with anything—
These are wanted every hour.
Not the weak and whiny drones,
That all trouble magnify—
Not the watchward of "I can't"
But the nobler aim, "I'll try."
Do what e'er you have to do,
With a true and earnest zeal;
Bend your sinews to the task—
Put your shoulders to the wheel.
Though your duty may be hard
Look not on it as an ill;
If it be an honest task
Do it with an honest will.
At the anvil on the farm,
Wheresoever you may be—
From your future efforts, boys,
Comes a nation's destiny.

A GOOD NAME.

Children, choose it,
Don't refuse it;
'Tis a precious diadem
Highly prize it,
Don't despise it;
You will need it when you're men.
Love and cherish,
Keep and nourish;
Its more precious far than gold;
Watch and guard it
Don't discard it;
You will need it when you're old.

For the SCHOOL JOURNAL.

ONE REMEDY FOR TARDINESS.

By R. M. S.

In January 1880 with an enrollment of 1,418 pupils, there were 1,569 cases of tardiness. The per cent. of attendance was 87½. February, 1882, with an enrollment of 1,334 the tardiness amounted to 25. Since March, 1881, the number has been below one hundred. The largest number for any month since last September was last month (Dec.), and was 68.

The change was brought about by the following note to the teachers:

Those schools having no tardy marks at the end of the month may have the first Monday afternoon of the following month for a half-holiday.

The per cent. of attendance has been raised from 87½ to 91.3. Since September, 1882, with an average enrollment of 1,438 the per cent. of attendance is 93.5; average monthly tardiness 51.

In nine cases out of ten lazy mothers are the causes of tardiness. I called on them, reasoned with them and yet the children were tardy. On inquiry I found that "late breakfast" was the cause. I changed my plan, I saw I could not pray the lazy mothers out myself and concluded to have the children do it. It is pleasant to record that the women whom my prayers and tears failed to reach come to plead with me to change my plan because the children gave them no peace unless breakfast was on the table in season. When I decided to change my plan they threatened to turn me out!

(We must have the details of this plan.—Ed.)

For the SCHOOL JOURNAL.

ARITHMETIC.

By WILEY.

A LESSON IN COMPOUND NUMBERS FOR BEGINNERS.

Lily, you may rise and state the subject of this lesson.

Answer.—The subject of this lesson is Liquid Measure.

Cassie, tell us what Liquid Measure is used for.

Ans.—For measuring things of a liquid character.

Lizzie, name some articles that are measured by this table.

Ans.—Sirup, vinegar, kerosene oil, liquors, milk, etc.

Hermie, will you give the table?

Charlie, tell how many quarts in a gallon.

How many pints? How many gills in a pint? In a quart? In a gallon?

MENTAL QUESTIONS.

1. How many pints in 3 quarts?
2. How many pints in 2 gallons?
3. How many gills in 2 gallons?
4. How many gills in 3 gallons, 2 quarts, 1 pint?
5. How many quarts in 5 gallons, 3 quarts?
6. How many pints in 10 gallons, 3 quarts?
7. How many pints in 20 gills?
8. How many quarts in 32 gills?
9. How many gallons in 64 gills?
10. How many quarts in 24 pints?
11. How many gallons in 33 quarts?

LESSON II.

Now then, scholars, you may again mention the articles that are measured by the Liquid Table.

Can you tell me any other table that has the measures of *pint* and *quart* in it?

Ans. by Charlie, Yes; Dry Measure.

What is Dry Measure used for?

In measuring grain, fruit, salt, seeds, etc.

Is a Dry quart and a Liquid quart the same in size?

Ans.—They are not.

Did you find anything in your book about the size of the Wine gallon? No hands are up.

Open your books and read a little note under the table about the gallon.

Read.—"The gallon is the unit standard, and contains 231 cubic inches."

(Libbie's hand is up.) What is it, Libbie? "I do not know what cubic inches are."

Have you ever seen little blocks for children to play with? "Yes, sir; we have them at home." Now, suppose one that measures one inch long, one inch wide, and one inch high. (The teacher takes one of this size from the desk.) Now if we had a gallon measure that was square on the sides instead of round, so that we could put in inch cubes until it was full, it would hold 231 of these cubic inches. Now read the number of cubic inches in a bushel. "The bushel contains 2150½ cubic inches." There are 32 quarts in a bushel and one quart will equal $2150\frac{1}{2} \div 32 = 67\frac{1}{4}$ cubic inch. There are 231 cubic inches in a gallon, and 4 quart in a gallon $231 \div 4 = 57\frac{3}{4}$. Now as we have no measures here, we will draw them on the board. You may draw them too, and see how well you can make them.

We take care to learn the exact size of the *quart* because it is the measure most commonly used.

Now by which measure would you measure strawberries? currants? cherries? plums? molasses? cider? beans? apple-butter? onion sets? cranberries? and many kinds of seeds?

WRITTEN PROBLEMS.

Now pupils, in solving problems you often fail to get the right result, because you are not particular enough to notice just what the problem says.

1. Reduce 3 gallons, 2 quarts, 1 pint, 3 gills to gills.

OPERATION INDICATED.

1 gallon—32 gills, 3 gallons— $32 \times 3 = 96$ gills.
1 quart— 8 " 2 quarts— $8 \times 2 = 16$ "
1 pint— 4 " 1 pint— $1 \times 4 = 4$ "
3 gills to add— 3 "

Answer, 119 gills.

Be careful when you write "gal." for gallon, "qt." for quart, etc. to put a period after each abbreviation to make each process plain as you go along.

2. Reduce 4 gal. 1 pt. to pints.
3. " 1 gal. 1 qt. to gills.
4. " 7 qt. 1 pt. 1 gi. to gills.
5. " 9 gal. 3 qt. to quarts.
6. " 4 gal. to cubic inches.
7. " 502 gi. to gallons.
8. " 72 gi. to quarts.
9. " 693 cu. inches to gallons.
10. " 805 pt. to gallons.

Solve these on the board. Now then you can go to your seats and solve the problems that you find in your book.

ADVANTAGES OF CLASS TEACHING.

A teacher will teach what he knows, will show what he can do and how he does it, to all his pupils, whether in a class or to separate students, just so far as his work is based on legitimate and sound principles in education; but he is far more likely to generalize and make his instruction applicable to all when teaching several pupils in different degrees of development, to make more prominent, in fact, the essentials of his art or his knowledge when teaching many, than he can possibly do when teaching one. In a class, upon a proper system of class instruction, the teacher works only to impart the right way, irrespective of individualism, and thus holds up the ideal constantly, before weak and strong alike.

There is an impetus in a class which carries along with it the faltering or imbecile, when once the current has been reached. And the teacher feels it also, and is more affected by the responsibility and importance of his task when he knows it must influence so many, having such varying characters and attainments to develop.

On the whole, class instruction, with a practical demonstration by the teacher, is the most invigorating method of teaching, for it holds the teacher to the best standards, and protects the student from coddling and stunting his own powers.—WALTER SMITH in the *Watchman*.

WHAT TO EXPECT.

FOR DECLAMATION.

The person who lives in this world must not expect too much, or he will be disappointed. Don't expect that every man will agree with you on the weather, or that he will vote for your candidate for constable or congress; perhaps he won't agree to like your kind of religion; don't expect him to. If you lend a man a shovel, don't expect him to lend you his wheelbarrow. Every man that you help must not be expected to help you in return. Don't think every man who wears an old coat is a thief; don't think every man who talks well will do as he says.

You must expect to meet mean men; you must expect there will be as many frauds this year as last, perhaps more; you must expect to meet idiots; you must expect to have corns on your feet if you will wear shoes two sizes too small for them; you must expect some one to tread on those corns if you go into a crowd. If you raise watermelons you must expect some will be stolen—plant enough to cover that loss, is my advice.

You must expect to see respectable men block up the sidewalk if two dogs get to fighting. And if a man has a spavined horse, that's the one he will trade off to you, and not his best one. You must expect to see children that have good fathers and mothers turn out big rascals, and also that some who have lived in the gutter will shine like jewels.

You will find that men you expect little from sometimes do better than they look. Expect to find something good and you will very likely be disappointed; expect to find something bad and you may be disappointed, too. That rough looking fellow is a good deal better than he appears; that nice, smooth spoken man may be dreadfully cross to his wife.

Expect to have the malaria, and to take pills and castor-oil, and quinine; expect to have a man who owes you money refuse to pay it; and finally, don't expect a man who speaks on the stage to do it as well as you could yourself.

A SCHOOL BOY'S TROUBLES.

The witches get in my books, I know,
Or else it's fairy elves;
For when I study, they plague me so
I feel like one of themselves.
Often they whisper: "Come and play,
The sun is shining bright!"
And when I fling the book away
They flutter with delight.
They dance among the stupid words,
And twist the "rules" awry;
And fly across the page like birds,
Though I can't see them fly.
They twitch my feet, they blur my eyes,
They make me drowsy, too;
In fact, the more a fellow tries
To study, the worse they do.
They can't be heard, they can't be seen—
I know not how they look—
And yet they always lurk between
The leaves of a lesson book.
Whatever they are I can not tell,
But this is plain as day:
I never 'll be able to study well,
As long as the book-elves stay.

—St. Nicholas.

For the SCHOOL JOURNAL.

VISITORS TO THE SCHOOL-ROOM.—I.

Visiting the school encourages both teacher and pupil; the parents become acquainted with the work, the character, the aims and plans of the school, and thus made to be more interested in it. Possibly they may be induced to help the school work forward. Their advice, their suggestions may be worth a great deal to the school, hence they should be treated with great respect. Somebody is to blame if there is not sufficient interest felt to induce patrons and friends to spend an occasional hour in the school, but in more instances the fault rests mainly with the teacher. Wherever the blame lies it should be corrected.

Visitors should receive a most hearty welcome by both teachers and scholars, and thus be made to feel that their visits are appreciated. The conversation and all other intercourse which takes place between teacher and visitors, should be of the most elevating and refined character. Pupils are very observing, and watch all that transpires on such occasions; not as much, perhaps, to criticise as to satisfy a longing curiosity to know what is proper conduct, or good manners, for the parties thus acting. They look for much from the teacher, and they should not be disappointed in their expectations.

We first have, in order of discussion:

THE DUTY OF TEACHERS TO VISITORS.

The Welcome.—As has been remarked, teachers should give visitors the heartiest welcome. When they announce themselves at the door or entry, the teacher must advance to them, and whether friends or strangers, cordially greet them with a smile. If this be accompanied by the offering of the hand, the welcome will seem the more sincere.

Assigning Seats.—After the callers have been duly invited in, they should be conducted to seats, expressly arranged or reserved for visiting friends. It is not good taste to offer them a seat with a pupil, nor is it respectful to leave them to find one for themselves. If the weather be cold, the teacher may offer seats convenient to the fire. The teacher's chair for one would be accepted as a special mark of respect. Care should be taken that their places are not in sunshine, or where unpleasant drafts of air will annoy. Their seats should also face the work of the school.

Further Attentions.—After seating the guests, the teacher should take charge of their hats, overcoats, cloaks or such wraps as they may wish to remove, and deposit them where they will not come in contact with dust or be knocked about by the children. Where a gentleman is the teacher it is better to have a lady-pupil wait upon lady-callers. This is not only a courtesy, but exhibits to the ever-watchful pupil the manner by which such kindness is shown. It should be a matter as much of example for the pupil, as a mark of respect to the friends.

Entertaining Visitors.—The well-bred and thoughtful teacher will not neglect the business of entertaining those who have honored her with their presence. It is in order for her to call their attention to the exercises. If a class is in the midst of a recitation, either the teacher, or better, a scholar, should state the substance of the lesson as far as recited. A book should be given the visitor, and he or she invited to participate in the exercises. Often an intelligent visitor can offer some valuable thoughts in addition to the text, and he is sure to have attentive listeners. Thoughts thus dropped are most certain to fall on good ground.

During intermissions it will be entertaining for the teacher and pupils to show their guests the library, museum, albums, scrap-books, pictures, specimens of writing, flourishing, drawing, letters, sewing, etc. The "record" and "class books" should be shown parents. The progress of their children should be honestly stated, and suggestions offered for their improvement. Generally this will enlist their hearty co-operation, and a mutual good be the result.

At play hours it sometimes happens that young people who may be visiting the school desire to engage in some games. These should be of an innocent character, affording recreation for both body and mind. All preferences by both teacher and scholars, should be given the visiting friends. All their wants which can be attended to should receive the promptest attention from teachers and scholars. A cordial invitation to "come again" should not be forgotten.

While the suggestions here given do not cover the entire ground of what might be said, the obliging teacher and school can study out other ways for contributing to the enjoyment and comfort of their guests, and thus make not only friends for the school but be practicing such manners as will elevate and ennoble themselves.

THE BROADWAY DRUG STORE.

(This scene is from real life; it is a fair sample of a single day's experience; the questions were written down by one patient enough to answer them and curious enough to put them down. The clerk should have a table, some books, bottles, a mortar, and be trying to put up medicine in a paper, etc. A dozen boys and girls will be needed. The different characters should be well represented, "made up" as the stage expression is. Some are ladies finely dressed, some are business men, some are street vendors. They succeed each other rapidly.)

Girl. (rushing in.) Seven three cent postage stamps, please. *(Exit.)*

Young Man. Can you change me a five dollar bill.

Clerk. I will see, sir.

Y. M. Don't give me any trade dollars, heavy things. Thanks. *(Exit.)*

G. A three cent stamp, please. *(Exit.)*

Man. Have you a City Directory?

C. (Points.) Yes, there it is.

M. Is it a this year's Directory?

C. No.

M. Then it won't have the name I want. *(Exit.)*

Woman. Can I leave these bundles here for an hour or two?

C. (Points.) Yes, put them there.

G. Will you please fix this bundle for me. The string is loose.

C. (Ties it.) There it is.

G. Thanks. *(Exit.)*

Boy. What time is it?

C. (Points to the clock.)

B. (Looks and goes out.)

G. Where do these cars go to?

C. Up town and down town.

G. Can I go to Brooklyn on them?

C. Yes, but you had better take the Bleecker cars.

G. Oh, way down the street. *(Exit.)*

M. Five three cent stamps and two twos. *(Exit.)*

B. I want to find Mr. Dobson.

C. Don't know him. *(Exit boy.)*

G. Can I wait here for a car?

C. (Points to a chair.)

M. Some stamps. *(Exit.)*

G. There's the car. *(rushes out and leaves door open.)*

B. Three cent stamp, please. *(sticks it on.)* Will this letter go to night?

C. I guess so.

B. Where shall I put it?

C. (Points.) There's the box.

M. (boy leading man, big card with "help the blind" on his breast.) Please help the blind, please help the blind.

C. Can't to-day. *(Exit man and boy.)*

W. Do you know where Dr. Fleming has moved to?

C. No; is'n't there a card up?

W. Didn't look to see. *(Exit.)*

B. Do you know a tall man that wears a cloak and—

C. No. *(Boy Exit.)*

M. Will you let me take a pen a moment?

C. (Points.) There is one.

M. This is blue ink. Have you any black ink?

C. (Points.) There is some.

M. (Takes up bottle.) This is Parvin's ink. Never heard of that before. How is it; good?

C. Pretty good.

M. (Writes.) Well, I guess that will do. Got a stamp? *(C. offers a penny stamp.)* No, a three cent stamp. *(Exit.)*

C. Here, come back and shut that door.

G. (rushes in.) Give me a postal card. *(Exit.)*

W. Is that clock on the steeple right?

C. Don't know.

W. Don't know, I should think you would, being so close by. *(Exit.)*

M. Where is the milk office that used to be along here?

C. Don't know.

M. Why, they did a big business; I want to find them; they owe me nearly four dollars and a half. *(Exit.)*

W. (two women.) Where has the hair dresser moved to?

C. Don't know.

Both. Don't know! *[Look astonished and go out.]*

B. When does the boat go to Albany?

C. Don't know. Look in the "guide."

B. Got a guide?

C. No. Get one at the hotel. *(Exit boy.)*

B. [with baskets, brushes, etc.] Want any matches, brushes or baskets?

C. No. *(Exit boy.)*

M. Have you a watch key. My watch has ran down?

C. Yes.

M. It won't fit. *(Exit.)*

B. Can you give me change for a five dollar bill? *(Gets it and goes out.)*

G. Got any pills?

C. Yes, what kind?

G. Oh! its Ramcor or Radman, or something like that.

C. Better go and get the right name? *(Exit.)*

M. Got anything to take paint off clothes?

C. Yes, have benzine.

M. Got a sponge to put it on with?

C. Yes, here is one.

M. Thanks. *(Exit.)*

B. Do you keep fish hooks?

C. No. *(Exit boy.)*

W. Where is number 411?

C. Three or four blocks higher up. *(Exit woman.)*

G. Got postage stamps?

C. Yes, how many.

G. Well, three or four.

C. What kind?

G. What kind? Well two three's and two two's. How much will that package take?

C. I can't tell. Think you had better go to the Post-office with it.

G. Which is the way to the Post-office?

C. Take the cars out in front. *(Exit girl.)*

M. Say, do you know the photographer up on the next block.

B. (rushing in.) Will arsenic poison?

C. Certainly.

B. Then give me three cents worth and I will kill off the old cat with it. *(Takes it and goes out.)*

M. Boys are rather hard on cats, aint they?

C. Sometimes.

M. I want to find out about that photographer. You see I sold him a sofa and he has not paid a cent for it yet. I want to know if he has any customers. Had your picture taken yet? You'd make a pretty picture, better go and have your picture taken.

C. No, I guess not.

Three girls. Give me if you please, some licorice drops, some eau-de-cologne. *(Exit.)*

C. Well I guess its time for me to close up. I've helped the ignorant. I've sold stamps and arsenic and licorice, and eau-de-cologne, and my profits are probably five cents. Ladies and gentlemen when you think how John was persecuted—remember he never had been a Broadway Drug Clerk. *(Curtain falls.)*

NOTEWORTHY EVENTS.

Jan. 1.—At the President's reception, in the newly furnished White House, Mr. Elieha H. Allen, the Hawaiian Minister, who had just been presented to the President, was attacked with spasms, and died in a few minutes. The reception immediately came to a close.—An earthquake shock was felt at Rockland, Me. and vicinity last night.—An unusual number of murders and suicides are reported from all over the country.

Jan. 2.—The Hungarian Premier says there is no ground for apprehending a disturbance of the peace of Europe.—Alfred C. Chapin of Brooklyn, was nominated for Speaker of the State Assembly by the democrats and elected.

Jan. 3.—Mr. Trevelyan has gone to inspect the distressed districts in Ireland.—Floods on the Danube and Rhine continue.—The Mississippi River Commission has submitted its report to Congress.

Jan. 4.—Gen. Butler was inaugurated Governor of Massachusetts. In his speech before the Legislature, he referred to educational matters.

Jan. 5.—The House passed the Army Appropriation Bill.—Through mistake in administering a prescription, a young girl in Brooklyn died from potash poisoning.

Jan. 6.—Minister Lowell has received Mr. Henry S. Stearns' collection of documents relative to Benjamin Franklin.—The Presidential Succession Bill was considered in the U. S. Senate.

THINGS TO TELL THE SCHOLARS.

THE greatest dynamo-electric machine is at East Greenwich, England. It maintained 1,300 Swan lamps in a state of incandescence, while but a part of its full power was employed. The inventor believes that it can supply 5,000 to 10,000 incandescent lamps. In this machine the induced coils remain fixed, while the electro magnets revolve.

In France pearls are now imitated. The artificial pearl is a glass bead or globe, which is first coated on the inside with a glue made of parchment, then with a so-called "essence," after which it is filled with wax. The essence (the chief pearly ingredient) is obtained by rubbing together white fish, so as to remove the scales. It requires about 17,000 fish to produce a pound of the essence.

THE trade in India rubber has grown enormously during the past forty years. There are about \$76,000,000 invested in the manufacture of rubber goods in the United States, of which \$30,000,000 is confined to the boot and shoe trade. 15,000 men are employed, and the value of the product annually reaches the neighborhood of \$250,000,000. 30,000 tons of raw rubber are imported each year. Six years ago raw rubber cost but 48 cents a pound, its cost this year has been from \$1.25 a pound upward. Celluloid and heveenoid are substitutes; the latter a preparation of rubber, camphor, and sulphur. There are also leatheroid, made in Philadelphia, vulcanized fiber, made in Delaware, and asbestos fiber, made in New York.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

THE secret of success is to know how to deny yourself.

TAKE care to be an economist in prosperity, there is no fear of your being one in adversity.

EVIL habits are webs, which are too light to be noticed until they are too strong to be broken.

THE best portion of a good man's life is his little, nameless, unremembered acts of kindness and of love.

THE trouble and worry and wear and tear that comes from hating people makes hating unprofitable.

A COWARD boasting of his courage may deceive strangers, but he is a laughing stock to those who know him.

WE judge ourselves by what we feel capable of doing, while others judge us by what we have already done.

If you can count the sunny and cloudy days of the whole year, you will find that the sunshine predominates.

As pure and fresh country air gives vigor to the system, so do pure and fresh thoughts tend to invigorate the mind.

EVERY great example of punishment has in it some justice, the suffering individual is compensated by the public good.

EDUCATIONAL NOTES

NEW YORK CITY.

MRS. CORY'S School of Industrial Art for Women, 25 West 23rd St., New York, proposes a course of lectures. On Feb. 2nd, "Influence of Color in Design," Mr. J. Buckingham, Manager Metropolitan Art School; Feb. 9th, "Stained Glass," Mrs. Mary E. Godfrey; Feb. 16th, "Oriental Influence in Design," Mr. George Curtis Wright; Feb. 23rd, "Value of Industrial Art to Women," Mrs. Imogene C. Fales; March 9th, "Simplicity in Design," Mr. John S. Clark of Boston; March 16th, "Plant Forms," Mrs. Florence E. Cory. All interested in the work of the school are invited to call on Friday evenings, when the work in the society rooms and the drawings of the pupils will be on exhibition.

ELSEWHERE.

BOSTON ARTISTS.—An exhibition of the paintings of prominent artists of Boston will be held at the American Art Gallery this winter.

PENN.—The Schuylkill County Teachers' Institute passed resolutions to have an educational department in the Schuylkill Republican, under the editorship of Prof. H. H. Spayd, of Minersville.

OHIO.—The Belmont County Teachers' Association, held Dec. 16, was an interesting and profitable one. Stirring speeches were made by H. L. Peck and F. E. Orr, against country schools as they are.

The Lackawanna County Institute is regarded as the best yet held in that county. The attendance was very large; the teachers gave close attention and were much interested. Miss Patridge lectured on "We Girls."

MO.—Salem Academy held a concert Dec. 23, and judging from the program, it must have been a treat to those lucky enough to hear it. Prof. Lynch is doing a remarkable work in his state. Success to his efforts.

BUFFALO.—The birthday of John G. Whittier, was very pleasantly celebrated by school No. 4 (J. W. Barker Principal). The attendance was very large, the parents and friends of the scholars having been invited to be present.

IOWA.—The Davis County Institute had a good program. The State Teachers' Association had a large meeting. Greater interest was shown by an increased enrollment and enthusiasm. Excellent papers were read and discussed.

ILLINOIS.—The State Teachers' Association met the 28th of Dec. Discussions were upon "School Amusements," "What Practical Measures can be taken to improve the County Schools," "County and State Institutes" and "Memory in School."

ARKANSAS.—The publishers of the Arkansas School Journal will change the name into Kellogg's Eclectic Monthly. It did not seem to us possible that Arkansas could sustain an educational journal; it was handsomely printed, but had a poor soil to grow in.

MICH.—The State Teachers' Association closed a very successful meeting at Lansing, Dec. 29. Among the subjects discussed were: "Necrology," "The Needs of Visible Illustration and Proper Use of Apparatus," by J. S. Combie, of Big Rapids; "Plans for Country School Houses," by Julius Hess, of Detroit; "Ornamenting School Grounds," C. W. Garfield, of Grand Rapids.

CONN.—The 6th Semi-Annual meeting of the State Council of Education, met Dec. 29. A paper was read by Mr. M. S. Crosby upon "A Review of Dr. W. T. Harris on the Church, the State and the School." This was followed by discussion. "How can the Present System of School Supervision be Improved," "What are the Conditions of Growth in Teaching Power?" and "too many studies in our public schools," were also discussed. A business meeting and the election of officers followed.

MONROE COUNTY.—The Teacher's Committee have issued a card stating that some of the teachers of this county feel the necessity of co-operation, and ask for a meeting to be held at Prof. Taylor's Business College on the 13th of January, for the purpose of organizing a "Teacher's Circle," and arranging a program for future work. (Good for Monroe County teachers. Our best wishes are with you for the meeting. Would that the teachers of every county felt like this!—ED.)

PA.—The Carbon County Institute was held at Mauch Chunk, Dec. 18, 1882. Over 95 per cent. of the teachers were enrolled. Among the instructors were Miss Alma Sage, of West Chester, Pa., Supt. W. W. Woodruff, of Bucks County, Prof. E. V. DeGruff and Prof. George E. Little, of Washington, D. C. Prof. Little gave an evening entertainment which was a rich treat. As

an artist in crayon drawing he has no superior in the country. The Institute was largely attended by citizens and directors. The teachers of this County are a wide awake set of people, they are readers of educational papers, chief among which are the TEACHERS' INSTITUTE and the SCHOOL JOURNAL.

MINN.—Some time since reference was made to the adoption of the kindergarten by Catholic teachers: the impression that Catholics are opposed to progress was declared to be not well founded. Some one has sent us a slip from a Catholic paper in Minn., in which we are soundly berated for coming to such a conclusion. We ought not to be reasoned upon the matter; it was self-evident! Then it is added that there are some Catholics who ought to read our remarks, that they are more behind the times than we, and besides they send their children to Catholic schools. Now let us lay aside all of these different names of teachers and strive to advance education; let Catholic and Protestant alike strive to teach in the noblest and truest way.

NEW YORK.—The 28th annual meeting of the State Association of School Commissioners and city superintendents will be held at Little Falls Jan. 17, 18, 19. Program—Wednesday evening—Address of welcome by Supt. Charles T. Barnes; response by Com. Gardner Morey. President's address by Com. Edward Wait. Thursday morning—"The Relation of the Association to the Institute," by Prof. F. P. Lantry; discussion by Com. E. C. Delano and Supt. David Beattie; Coms. C. R. Parkhurst, T. B. Stevens, "Co-operation in School Work," by Com. J. J. Crandall; discussion by Com. E. J. Swift, G. O. Dillingham, I. B. Smith. "How can the Normal Schools best serve the State?" by Prof. James M. Milne, Cortland, N. Y.; discussion by Prof. H. B. Buckham, Supt. Edward Smith, Coms. A. C. Huff, G. A. Lewis, and A. M. Kellogg; report of Committee on Legislation by Prof. John Kennedy; address by State Supt. Neil Gilmour. Friday morning—"How to Grade our country schools," by Com. C. E. Surdam; discussion by Prof. A. B. Watkins, Coms. E. C. Whittimore, C. Henry King, A. P. Smith, E. N. Curtice; report of Committee of School Supervision, Ex-Com. L. B. Newell; "How to encourage the study of English Literature in our public schools," by A. B. Humphrey; discussion by Supt. C. Patterson, Coms. E. Posson, S. F. Powell, Supt. A. McMillan, C. W. Bardeen; reports of committees, election of officers, miscellaneous business, etc. Hotels—Little Falls: Girvan House, \$2; Metropolitan, \$2; Grand Central \$1.50; Hindman House, \$1.35.

N. Y.—A School Commissioner writes: "During the fall examinations there were 165 applications for certificates; of these 48 had been members of teachers classes; 10 had received special or private instruction in Methods in Teaching; 28 take 30 papers (two taking two papers each), 79 books on teaching had been read by 59 persons; just 11 of the 165, beside those members of teacher's classes, had read or studied a book that furnishes aid for school work. More than 100 of these 165 applicants never read a book through, that treats especially of school work. I am ashamed to draw the inference. If any commissioner district, can show a worse report than this I do not want to know where it is.

WALDEN, N. Y.—Col. F. W. Parker arrived in Walden on Dec. 16, and addressed a large audience in the Reformed Church on Sunday. He came to see Prof. Murphy and it was suggested to him that he occupy one of the churches on Sunday afternoon. He at first hesitated, yet knowing that the teacher's work was to extend christianity, he consented. He said: "Men talk about educating the spiritual, the mental or physical faculties. These faculties are bound together naturally and can not be separated, and that training which does not educate all the faculties is defective. The work of the true teacher is to train all into strong moral men. There are four influences at work in the training of the children. There is the home influence with its many possibilities or opportunities of varied character. There is the church and Sunday school to lead to spiritual life. There is the common school in which the intellect is trained. But no teacher can say, 'I train intellect alone.' Every intelligent step of the teacher affects the child in all his faculties, moral, intellectual and physical. The fourth influence is the work shop or farm, and those influences are spiritual if right, but demoralizing and detrimental if wrong. It is an influence that lives in all the after life of the child and exists wherever the child is. It is not like the religion that is left at the church door on Sunday. Such religion is vain and is powerless to elevate man. Look at the Great Teacher in his life, his acts, his conversa-

tion. He was the only perfect teacher and his works are the only perfect model to all teachers for all time. How did Christ teach? How far do we apply his methods in our school? His was object teaching. Read the New Testament stories of Christ's teachings from beginning to the end and you will find it object teaching. He took for lessons the lilies, water, fields and vineyards. In attempting to introduce reform Christ met with Jewish prejudice. He found the world religious, if we may call it so, for the Jews had studied the scriptures for thousands of years and their rabbis could comment for days on a single passage of text. But they failed to realize what they knew too well and what their own scripture told them, "That the letter killeth, the spirit giveth life." So in attempting reforms in education in our day there will be various interests to oppose whatever looks to progress. Too many will hold to the tradition of the elders and say: "It is not the way I was taught; the old way is good enough for me." And not the least in the way of progress will be the opposition of the old teachers who will hold to their traditions. What trait do we see in Christ, most perfect and beautiful? It was his love for little children. He who loves little children can never be fully bad. If we wish to know how to teach we must come down to the little child. He who studies children so as to know them and understand them is a wiser and better man. The child in its nature and development has never been fully understood. No one can be a successful teacher until he understands the order of this development. The true way of teaching is as old as Adam. Think how the child talks or walks. It learns to talk or walk by talking or walking. It does not learn to talk by first learning to spell, nor does it learn to walk by learning the principles of gravitation. Suppose some mother should invent the plan of teaching the child to say d-o-l-l in order to enable the child to speak the word; how long would the plan live? Yet this is what the child has been taught to do for centuries because it was a custom that was adopted some time in the past as the best known in its day. A child learns best and most rapidly to do a thing by doing that very thing. Our greatest merchants, lawyers, mechanics, financiers come from the farm where they learn to do a thing by doing it, and this influence or habit governs them in the new mode of life so as to enable them to accomplish what is now undertaken as formerly, successfully, well. As reformers do not let us denounce all the systems of the past to introduce better, that is the right reform which looks into the past and adopts what in it is good. The conservatism which holds to the past because it is old is false. Considering the material out of which it was necessary to draw our teachers in the past the success has been wonderful. It is the object of the reform to produce strong moral men and considering the forces that are in operation against our nation we are lost unless our youth have instilled a stronger basis of moral character. The danger lies with the ignorant voter. The dull boys of the school to-day under a better system would be the bright ones, for in too many cases their dullness is the product of disgust arising from improper and unnatural teaching, of teaching empty words instead of realities. Thought expressed in improved and constantly improving machinery has changed the face of our community completely in fifty years. What has educational reform done? It has been kept back by a multitude of causes, on mistaken pretexts and economy. Apply the same common sense to education as to manufactures. Have your industrial room, not for the purpose of teaching the child a particular trade, but for the purpose of educating him generally and giving him powers that will be invaluable no matter what his calling or his profession. Give the child the material and appliances and he will accomplish in life with less labor and better results what he would have never otherwise have done. Give him a taste for the best, finest and purest reading, and he will never desire the soul-destroying novels that find so ready a market with all classes and ages. Reform can most surely be accomplished by pursuing the right course. Results will soon show themselves and convince the skeptical. We sometimes hear complaint concerning taxes, and sometimes they are heavy enough. But what is your greatest treasure? What are your taxes paid for? You pay your money to benefit the children, not the teachers. You have no right to impose upon any teacher by putting seventy scholars in her charge. Why thus deceive yourselves by such a false economy? Let your action be judicious, look the question fairly and honestly in the face and you will no longer betray the trust that is yours, or prove yourselves the enemies of the innocents.

LETTERS.

I find in the *N. Y. Times* some remarks about the report of the Committee set to revise the *N. Y. Course of Study*:

"It is a sensible report. The committee evidently recognize the fact that progress is possible even in such a thing as common-school education. Still the committee is modest. It admits nothing is perfect. Every sensible educator will be glad to see that the committee gives great prominence to oral instruction."

Why will sensible men tolerate the use of the cant word "educator." Disciples of Murray, Brown or Bullion might differ as to the diverse use of the grammatical number in these quotations, but I think they would concur in the opinion that the use of the neuter pronoun, as applied to the committee, is a reflection upon them. But this intrenches upon the domain of English grammar, upon which topic the reviewer is especially felicitous.) Hear him:

"It is vastly encouraging, too, to note that the words 'without text-book,' occur wherever English grammar is mentioned. It has taken our public educators a long time to discover that a 'grammar'—so far, at least, as elementary and 'grammar' school instruction are concerned—is a useless and baneful piece of lumber."

Well, if we must part with English grammar, may I suggest that "oral lessons in the elements of Rhetoric" be substituted? I venture the suggestion in the interests of journalism, which, at least in discussing school matters, should give its readers tolerably fair English. The reviewer continues:

"The complaints which have of late been made of overtaxed brains and broken-down nervous systems are treated as individual exceptions, not more numerous than would be expected from such a vast army of boys and girls of widely varying capacity for study. 'Everybody who has observed the keen interest of a child in a story told as compared with a story silently read, will heartily concur in the committee's recommendation in respect to oral instruction.'"

Now, as I have read some very fair English written by those who were brought up on the diet of the much maligned "English grammar," but I shall be equally well satisfied if the "new departure" shows as good results, with "no increase in the money, space and time devoted" to it. B. B. S.

Cannot do without your JOURNAL if my teaching days are over. The help I derived from it the past summer in teaching a primary school cannot be told. I tried your plan of teaching writing, instead of printing and it met with perfect success, greater than I dreamed. Michigan has been cursed with township superintendents for several years, and her schools show it. But for the past two years we have had a County Board of Examiners consisting of three members, and we are waking up. They are urging the teachers to subscribe to some educational paper, and our schools are improving, but greater improvement is needed. The cry of our district schools to-day is competent teachers. One person you see not going to teach will continue to take the paper!! M. C. D.

For seven years I have not had a spelling book in my school. I begin with a reader and teach spelling from it, having the children make free use of their slates. When I began this course I did not know, nor do I now, that my plan was pursued by any one else. If it is I should be glad to know it, and to what extent. You are doing a proud work, and I hope you will live long enough to push on the needed movements in behalf of education.

F. Z. T. JACKSON, Sulphur Springs Texas.
(The spelling book has not quite the deadly grip it once had. Common-sense is making its way slowly into the school-room.—Ed.)

A subscriber asks why we do not hear more from the teachers in the rural schools?

Why, my dear sir, we do not wish to be heard from. We deem the improvements of the day an innovation upon our ancient rights and methods.

We propose to teach until we can do better (as our fathers and mothers did before us), to pass the time to the best possible advantage to ourselves, or till (ahem!) an offer of marriage comes along. Don't you see? Why should we trouble ourselves? We don't mean to stay long in the business. Let the old machine alone, I say. RURAL TEACHER.

A degree of longitude is 69.07 min. at the equator but lessens toward the poles. How can I tell the number of miles in a degree of longitude 41° 30' N. L.? We are trying to organize a library in our school, for we believe it indispensable. There is a series of histories for young people published somewhere: "Stories of Sweden," "Stories of England," "Stories of Mexico," etc. Where can we get them, and how much? J. R. R.

Can you tell of any system of giving good or merit marks. Prizes are prohibited by the rules of the board. I prefer good marks to bad ones, but have previously given a number of rewards to the winners of the largest number. C. E. Y.

(Let any one who can throw light here do so; let it be experience, not theory.—Ed.)

NEW YORK CITY.

NATIONAL ACADEMY OF DESIGN.—The Spring exhibition of oil paintings will open to the public April 2nd.

PHILHARMONIC SOCIETY.—At the public rehearsal and concert January 5th and 6th, Academy of Music, Beethoven's Eighth Symphony, a new symphony by Anton Dvorak, and a rhapsody by Brahms requiring chorus (German, Liederkrantz) alto (Miss Antonia Henne), and orchestra.

MISS THURSBY.—Thursday evening, Jan. 4th, Miss Emma Thursby gave an enjoyable concert at Chickering Hall. She was assisted by Mr. Theodore Tordt, tenor, Mr. Holst-Hansen, baritone, and the Philharmonic Club of New York. Twenty different composers were represented on the program, among them Bach, Handel, Mendelssohn, Haydn, Schumann, and Rubinstein.

ORATORIO SOCIETY.—The third concert takes place March 14th at the Academy of Design, where Mendelssohn's "Elijah," will be sung instead of the "Passion Music," as originally projected. This society has previous to this, two concerts to give—one in this city, assisting the Symphony Society to perform "La Damnation de Faust," and another in Philadelphia, Feb. 22nd, the "Tower of Babel."

POPULAR CONCERT.—The first matinee of the series organized by Mr. Theodore Thomas and his orchestra took place at Steinway Hall, Jan. 4th. The first number on the program was an overture, "The Water Carrier," by Cherubini. Mr. Carl Herrman played a concerto by Beethoven, and later a Ballade by Chopin, and a Liszt Rhapsodie Hongroise. Miss Hattie Schell sang an aria by Mozart, and trio song by Rubinstein (Es blinket der Thau), and Dulchen (O sweet birdling) and the orchestra concluded with the Tannhauser overture (Wagner).

NITRO-GLYCERINE.—Near the village of Tweed in Canada, is a fair-sized, isolated building on the edge of a lake, in which nitro-glycerine is made. A watchman, by day or night, stops all visitors. The acids, nitric and sulphuric, used in manufacture are hoisted to the upper floor and are put into the mixing-tub. Here the composition is mixed by the blade of a crank which is turned by a man in an air-tight box, for the acid generates a vapor in which life is scarcely supportable. As the mixture rapidly heats, it must be kept cool by water or ice. The composition is never allowed to heat up higher than 80°, as it explodes at 90°. Nitro-glycerine has an explosive force ten times greater than that of blasting powder, and twice that of gun-cotton. It is said that a drop of it struck on an anvil will make a deafening report. Very little of nitro-glycerine is sold in its pure state. It is mixed with charcoal and wood-pulp and put into small cartridges holding from one to two pounds each. These are safer to handle and are more efficient. Dynamite, as it is then called, is rapidly taking the place of gunpowder; and, as mining is rapidly increasing there is a large demand for it.

EDUCATIONAL MISCELLANY.

SCIENCE AND ART OF EDUCATION.

(Continued from last week.)

It appears, then, that although we might evolve the principles of medicine from the general practice of medicine, or the principles of engineering from the general practice of engineering, we cannot evolve the principles of education from the general practice of education as we actually find it. So much of that practice is radically and obviously unsound, so little of sequence and co-ordination is there in its parts, so aimless generally is its action, that to search for the Science of Education in its ordinary present practice would be a sheer waste of time. We should find, for instance, the same teacher acting one day, and with regard to one subject, on one principle, and another day, or with regard to another subject, on a totally different principle, all the time forgetting that the mind really has but one method of learning so as really to know, though multitudes of methods may be framed for giving the semblance of knowing. We see one teacher, who is never satisfied until he secures his pupils' possession of clear ideas upon a given subject; another, who will let them go off with confused and imperfect ideas; and a third, who will think his duty done when he has stuffed them with mere words—with husks instead of grain. It is then perfectly clear that we cannot deduce the principles of true science from varying practice of this kind; and if we confine ourselves to inferences drawn from such practice, we shall never know what the Science of Education is. Having thus shut ourselves off from dealing with the subject by the high *a priori* method, commencing with abstract principles, and also from the unsatisfactory method of inference founded on various, but generally imperfect, practice; and being still resolved, if possible, to get down to a solid foundation on which we might build a fabric of science, we were led to inquire whether *any* system of education is to be found, constant and consistent in its working, by the study of which we might reach the desired end. On looking round we saw that there is such a system continually at work under our very eyes,—one which secures definite results, in the shape of positive knowledge, and trains to habit the powers by which these results are gained,—which cannot but be consistent with the general nature of things, because it is *Nature's own*. Here, then, we have what we are seeking for—a system working harmoniously and consistently toward a definite end and securing positive results—a system, too, strictly educational, whether we regard the development of the faculties employed, or the acquisition of knowledge, as accompanying the development—a system in which the little child is the Pupil and Nature the educator.

Having gained this stand-point, and with it a conviction that if we could only understand this great educator's method of teaching, and see the true connection between the means he employs and the end he attains, we should get a correct notion of what is really meant by education. We next inquire, "how are we to proceed for this purpose?" The answer is, by the method through which other truths are ascertained, by investigation. We must do what the chemist, the physician, the astronomer do, when they study their respective subjects. We must examine into the facts, and endeavor to ascertain, first, what they are; secondly, what they mean. The bodily growth of the child from birth is, for instance, a fact which we can all observe for ourselves. What does it mean? It means that under certain external influences—such as air, light, food—the child increases in material bulk and in physical power; that these influences tend to integration, to the forming of a whole; that they are all necessary for that purpose; that the withholding of any one of them leads to disintegration or the breaking up of the whole. But as we continue to observe, we see, moreover, evidences of mental growth. We witness the birth of consciousness; we see the mind answering, through the senses, to the call of the external world, and giving manifest tokens that impressions are both received and re-

tained by it. The child "takes notice" of objects and actions, manifests feelings of pleasure or pain in connection with them, and indicates a desire or will to deal in his own way with the objects, and to take part in the actions. We see that this growth of intellectual power, shown by his increasing ability to hold intercourse with things about him, is closely connected with the growth of his bodily powers, and we derive from our observation one important principle of the Science of Education, that *mind and body are mutually interdependent, and co-operate in promoting youth*.

We next observe that as the baby, under the combined influences of air, light, and food, gains bodily strength, he augments that strength by continually exercising it; he uses the fund he has obtained, and by using it makes it more. Exercise reiterated, almost unremitting; unceasing movement, apparently for its own sake, as an end in itself: the jerking and wriggling in the mother's arms, the putting forth of his hands to grasp things near him, the turning of the head to look at bright objects; this exercise, these movements, constitute his very life. He lives in them, and by them. He is urged to exercise by stimulants from without; but the exercise itself brings pleasure with it (*labor ipse voluptas*), is continued on that account, and ends in increase of power. What applies to the body, applies also, by the foregoing principle, to the intellectual powers, which grow with the infant's growth, and strengthen with his strength. Our observation of these facts furnishes us, therefore, with a second principle of education—*Faculty of whatever kind grows by exercise*. Without changing our ground we supplement this principle by another. We see that the great educator who prompts the baby to exercise, and connects pleasure with all his voluntary movements, makes the exercise effectual for the purpose in view by constant reiteration. Perfection in action is secured by repeating the action thousands of times. The baby makes the same movements over and over again; the muscles and nerves learn to work together, and habit is the result. Similarly in the case of the mind, the impressions communicated through the organs of sense grow from cloudy to clear, from obscure to definite, by dint of endless repetition of the functional act. By the observation of these facts we arrive at a third principle of education:—*Exercise involves repetition, which, as regards bodily actions, ends in habits of action, and as regards impressions received by the mind, ends in clearness of perception*.—JOSEPH PAYNE'S Lectures.

LEON GAMBETTA.—At about the hour of midnight on the eve of the new year, M. Gambetta passed away. The immediate cause of his death was a gun-shot accidentally received in the hand, which did not heal and finally produced blood poisoning. He was born in Cahors, France, April 2d, 1838. When about twelve years of age he entered the Lyceum, where he became distinguished for oratorical powers and retentive memory. At the age of eighteen he was graduated as bachelor of arts, and in the competitive examination among the five lycées of Toulouse which followed he won the first prize for dissertation. Gambetta first studied for the church, then he took up medicine, but finally he resolved upon law and politics. In 1859 he was admitted to the bar with honors and entered a law office in Paris. At the beginning of the war against the Empire he "poured forth from his hot Southern heart an attack upon the Empire, which for beauty, vivacity, powerful invective and bitter denunciation is almost without a parallel in the French language. The government, fearful, padlocked the telegraphs, but despite all precautions the speech was within a week circulated into the remotest departments, and a murmur arose throughout France that meant death to the Napoleonic dynasty." After that he was looked upon as the leader of the opposition, and when the National Assembly was summoned to Bordeaux in February, 1871, he found himself the chosen deputy for ten departments. But he was disgusted with the terms of the peace with Prussia, and exiled himself for a few months. He was soon recalled, and since then has been one

of France's most prominent leaders, and "his history from that time to the day of his death is the history of France." As an orator M. Gambetta had a fire and passion of eloquence that can never be described. In appearance he was a large and fine looking man; his voice was a rich baritone of great power and flexibility. He lived plainly but well, was an agreeable companion and a generous provider. The statesman's death is a great loss to France. He was a man whose services seemed indispensable.

THE BRAVE STUDENT.

On went the talk and laughter. It was a trying moment for Arthur; he didn't ask Tom what he might or might not do, but dropped on his knees by his bedside, as he had done every day from his childhood, to open his heart to Him who beareth the cry and beareth the sorrows of the tender child and the strong man in agony.

There were many boys in the room that night by whom that little scene was taken to heart before they slept. But sleep seemed to have deserted the pillow of poor Tom. For some time his excitement, and the flood of memories which chased one another through his brain, kept him from thinking or resolving. His head throbbed, his heart leapt, and he could hardly keep himself from springing out of bed and rushing about the room. Then the thought of his own mother came across him, and the promise he had made at her knee, years ago, never to forget to kneel by his bedside and give himself up to his Father, before he laid his head on the pillow, from which it might never rise; and he laid down gently and cried as if his heart would break. He was only fourteen years old. It was no light act of courage in those days for a little fellow to say his prayers publicly, even at Rugby.

Poor Tom! The first and bitterest feeling which was likely to break his heart was the sense of his own cowardice. The vice of all others which he loathed was brought in and burned in on his own soul. He had lied to his mother, to his conscience, to his God. How could he bear it? This poor little weak boy, whom he had pitied and almost scorned for his weakness, had done that which he, braggart as he was, dared not do. The first dawn of comfort came to him in swearing to himself that he would stand by that boy through thick and thin, and cheer him, and help him, and bear his burdens, for the good deed done that night. Then he resolved to write home next day, and tell his mother all, and what a coward her son had been. And then peace came to him as he resolved, lastly, to bear his testimony next morning. The morning would be harder than the night to begin with, but he felt that he could not afford to let one chance slip. Several times he faltered, for the devil showed him first of all his old friends calling him "Saint" and "Square-toes," and a dozen hard names. However, his good angel was too strong that night, and he turned on his side and slept, tired of trying to reason, but resolved to follow the impulse which had been so strong, and in which he had found peace.—*From Reminiscences of Thomas Hughes' School Life at Rugby.*

PHEBE BIRDS.

Over the field, over the field,
Over the field it flew,
The sweetest sound of the sweetest voice
That ever, ever you knew;
"Phebe, Phebe," he tenderly called her name.
"Phebe, Phebe," she answered just the same.
Over the field, over the field,
They both together flew,
The happiest loves in all the world,
Yes, dear, but I and you.
Over the field, over the field,
To their own mossy nest,
Under the eaves,—under the bridge
Or rock with ivy drest.

—STELLA A. GANNON.

ONE pound of learning requires ten pounds of common sense to apply it.—PERSIAN PROVERB.

FOR THE SCHOLARS.

THE CLONIAN CLUB.

By H. A. S.

Will Denny and three of his schoolmates, on their way to school one morning became quite excited over a question in history. Some one had said that it was unconstitutional for President Jefferson to buy Louisiana from France. This was a new idea, so he asked



the boys why it was. None were able to answer. "What is unconstitutional anyhow?" said Henry. "That's just it," said Jack. "Let each one see who can find out first."

This was not so easy a thing to do as he had supposed. The histories all gave it as an unconstitutional act, but did not say *why*. While making their search, the boys came across a good many other questions they could not answer, and every day they met to talk about them. Finally, Will said: "Boys, I have an idea. Let's have a society for looking up things in history. I've got a room all to myself at home, and we can meet in that once a week. All the between times we can be getting up questions, and if anybody finds out anything curious, let him bring his book and give us all the benefit."

"Capital!" said all; but what shall the club be named?

This was as hard to settle as the original question. They met the next week and Will presided.

"Let's give the club a name," said Jack. "I've been thinking," said Will, "about calling it the 'Clonian Club.' You know Clio was a goddess who presided over history."

So the "Clonian Club" it was named. The club flourished in a quiet, unpretending way: the boys learned and discussed historical and other questions. The teacher said she could not tell why, but those four boys were the best scholars she had in history, composition, and reading. For reading, studying, talking and debating, had put what they knew at their tongue's end.—*Scholar's Companion*.

TALKS ABOUT HEALTH.

Some persons are troubled with a bad breath. They think it comes from the stomach; that is, that the stomach, being out of order, sends up an impure odor which mingles with the breath. But a bad breath never comes from the stomach, for there is no open passage through which an odor can rise. The passage into the stomach from above is always perfectly closed, except at the moment when something is entering. The oesophagus or food-pipe closes upon the thing passing down, and grasps it all the way, from the upper to the lower end. Whenever there is nothing in the passage it remains shut; the sides are pressed together; nothing whatever can escape from the stomach up through it. And yet most persons imagine the passage to be an open pipe, through which bad odors may constantly pass up, and escape in the breath.

The teeth and mouth give rise to bad odors. When teeth have cavities in them, they fill with food, and this decays and gives rise to an unpleasant smell. The same nature if particles of food gather between the teeth. This shows the necessity of keeping the teeth filled, and of carefully cleansing the teeth after meals. Use a quill or wooden pick and soft tooth-brush and bad odors from the mouth will disappear.—*Scholar's Companion*.

HORSFORD'S ACID PHOSPHATE

IN SEASON.

Prof. Adolph Ott, New York, says: "I used it for seasickness among the passengers during a passage across the Atlantic. In the plurality of cases I saw the violent symptoms yield which characterize that disease and give way to a healthful action of the functions impaired."

A TRUE STORY OF FLORENCE NIGHTINGALE.

When the celebrated philanthropist, Florence Nightingale, was a little girl and living in Derbyshire, Eng'land, everybody was struck with her thoughtfulness for people and animals. She even made friends with the shy squirrels. When persons were ill she would help nurse them; saving nice things from her own meals for them.

There lived near the village an old shepherd named Roger, who had a favorite sheep dog called Cap. This dog was the old man's only companion, and helped in looking after the flock by day, and kept him company at night. Cap was a very sensible dog, and kept the sheep in such good order that he saved his master a deal of trouble.

One day Florence was riding out with a friend and saw the shepherd giving the sheep their night feed; but Cap was not there and the sheep knew it, for they were scampering about in all directions. Florence and her friend stopped to ask Roger why he was so sad and what had become of his dog.

"Oh," he replied, "Cap will never be of any more use to me; I'll have to hang him, poor fellow, as soon as I go home to-night."

"Hang him?" said Florence. Oh, Roger, how wicked of you! What has dear old Cap done?"

"He has done nothing," replied Roger, "but he will never be of any more use to me, and I cannot afford to keep him. One of the mischievous school-boys threw a stone at him yesterday and broke one of his legs," and the old shepherd wiped away the tears which filled his eyes. "Poor Cap!" he said, "he was as knowing as a human being."

"But are you sure his leg is broken?" asked Florence.

"Oh, yes, miss, it is broken sure enough; he has not put his foot to the ground since."

Then Florence and her friend rode on.

"We will go and see poor Cap," said the gentleman.

"I don't believe the leg is really broken. It would take a big stone and a hard blow to break the leg of a great dog like Cap."

"Oh, if you could but cure him, how glad Roger would be!" exclaimed Florence.

When they got in the cottage the poor dog lay there on the bare brick floor, his hair dishevelled, and his eyes sparkling with anger at the intruders. But when the little girl called him "poor Cap," he grew pacified and began to wag his short tail; then he crept from under the table and laid down at her feet. She took hold of one of his paws, patted his rough head, and talked to him whilst the gentleman examined the injured leg. It was badly swollen, and hurt him very much to have it examined; but the dog knew it was meant kindly, and though he moaned and winced with pain, he licked the hands that were hurting him.

"It's only a bad bruise; no bones are broken," said the gentleman, at length; "rest is all Cap needs; he will soon be well again."

"I am so glad," exclaimed Florence; but can we do nothing for him, he seems in such pain?"

"Plenty of hot water to foment the part would both ease and help to cure him."

"Well, then," said the little girl, "I will foment poor Cap's leg."

Florence lighted the fire, tore up an old flannel petticoat into strips, which she wrung out in hot water and laid on the poor dog's bruise. It was not long before he began to feel the benefit of the application, and to show his gratitude in looks and wagging his tail. On their way home they met the old shepherd coming slowly along with a piece of rope in his hands.

"Oh, Roger!" cried Florence, "you are not to hang poor old Cap. We have found that his leg is not broken after all."

"No, he will serve you yet," said the gentleman.

"Well, I am most glad to hear it," said the old man; "and many thanks to you for going to see him."

The next morning Florence was up early to bathe Cap. On visiting the dog she found the swelling much gone down. She bathed it again, and Cap was as grateful as before.

Two or three days later when Florence and her friend were riding together they came up to Roger and his sheep. Cap was there, too, watching the sheep. When he heard the voice of the little girl his tail wagged and his eyes sparkled.

"Do look at the dog, miss," said the shepherd, "he's so pleased to hear your voice. But for you I would have hanged the best dog I ever had in my life."

This is quite a true story. It happened many years ago, and is now told with pleasure of that lady who, in later years, grew up to be the kind, brave woman

who nursed so many soldiers through the Crimean war, and has done so many other things for the poor and suffering wherever she could.—*Scholar's Companion*.

FAMOUS BATTLES.—NO. VI.

THE FIELD OF FLODDEN.
By LEOLINE WATERMAN.

There is perhaps, no more disastrous event in Scottish history than the battle of Flodden. England and Scotland had been at peace for many years, and James IV., of Scotland, had married Margaret, the daughter of the English king, Henry VII. When Henry VIII. came to the throne everything seemed to promise well for the future.

This king was young, high-spirited and ambitious and was not particularly anxious to keep the peace. James would not yield an inch of what he considered the rights of Scotland. Subjects of dispute were easily found, and so the ill-feeling grew.

Very soon after his accession Henry began a war with France. The French king, Louis XII., made every effort to persuade Scotland to unite with him against England.

James was very willing to listen to these proposals, and agreed to become Louis's ally, although the Scots generally wished to keep the peace. He accordingly assembled a large force and marched over the English border while Henry was absent in France. The defenceless country lay before him, and he might have done the English great injury, but he passed day after day in idleness. His army began to suffer from hunger, and numbers returned to their homes.

Meanwhile the Earl of Surrey collected an army and marched against him. The Scots were posted on a steep hill, and their position was so strong that the English had little chance of success in fighting them. The Earl of Surrey, therefore, determined to frighten them into coming down to the plain to meet him. Accordingly, he pretended that he meant to go into Scotland and lay waste the country.

This plan succeeded, and James led his army down the hill to fight the English on the plain. The Scots after a desperate fight formed themselves into a circle and fought desperately. The English arrows fell upon them without cessation: they attacked them furiously with weapons called bills. James was twice wounded with arrows, and finally killed with a bill. A great number of his nobles fell with him.

Night put an end to the battle, and the small remnant of the great Scottish army retreated in the darkness. This important battle was fought on the 9th of September, 1513. The Scots lost at least ten thousand men: many of them the highest nobility. The English lost only five thousand, and few of these were men of note.—*Scholar's Companion*.

VICTOR HUGO.

By HAZEL SHEPARD.

One of the most noted Frenchmen of the day is Victor Hugo, who will be eighty-one years old on the 26th of next February. He is known as a wonderful writer. At 15 he sent a poem called "The Pleasures of Study" to the competition of the *Academie Francaise*, and received for it "honorable mention." From this time onward he has written without cessation.

He now lives in Paris, honored as a poet, a dramatist, a prose-writer and a worthy politician. His old age is hearty, vigorous and useful. In temperament he is mild and benevolent; he is delightful in manners; kind to everyone; never weary nor impatient. A French writer calls him the grandfather of humanity, so benign and helpful he is to all. It is said that no young writer ever seeks his aid and counsel to be disappointed. He has a lovely home, to which great people go to pay him homage, but there are none more welcome, none more affectionately received than the poet's little grandchildren. When not shut in his study he is never too busy to have them climb upon his knee while he listens to their secrets or joins in their plans. While the writings of Victor Hugo can not be called faultless, they all bear the unmistakable stamp of great genius; the command of language shown is wonderful. Some of his principal works are: *Les Miserables*, *Toilers of the Sea*, etc.—*Scholar's Companion*.

"FEEL LIKE A DIFFERENT MAN."

A gentleman at Renovo, Pa., writes, after three weeks' use of Compound Oxygen: "I am happy to say that my health has improved very much. I am surprised that I have been benefited so much in so short a time. I feel like a different man and can now attend to my business. The night-sweats have left me and I can now rest well at night. My cough has almost ceased." Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKEY & PALMY, 1109-1111 Girard st., Philadelphia, Pa.

BOOK DEPARTMENT.

NEW BOOKS.

AN INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE AND LITERARY CRITICISM. By Prof. James Baldwin. Vol. I., Poetry. Philadelphia: John E. Potter & Co.

Although this is a volume designed for the use of schools, seminaries, colleges and universities, it is one which may be read and studied with profit by any one. It is not a history of English literature, but serves rather, in the words of the preface, as a guide to the acquirement of a practical acquaintanceship with all that is the best and most worthy in our literature. The Introduction explains to the reader the meaning and accepted use of the word "literature," following up the explanation with what was included under that head, and recommending the proper methods to be followed for understanding and studying so broad a subject. It also points out the true way to pursue the study, and how such will produce the best results, and giving a few brief outlines of the natural classification of literature. As this volume is devoted to poetry, after the introduction the attention is wholly devoted to this branch, beginning with quotations from Bacon, Ben Jonson, Macaulay, and a few other such writers upon English poetry and a chapter of carefully prepared definitions and classification. Prof. Baldwin's language is fine; his arrangement is excellent, and as a series of essays interspersed with fine poetic selections, the work is one of great value. But it has the added weight of a thoroughly excellent text book, the instruction matter being sound, sensible, and to the point. The opening chapter is upon Anglo-Saxon poetry, dating from A. D. 449 to 1066. This gives most briefly the historical information commonly dwelt upon at length, and proceeds at once to analyze the causes, conditions and results, making suitably long extracts and translations when necessary. At the end of the chapter, as at the end of all, is a list of references, with mention of books suitable for lighter collateral reading, or the titles of other works suitable for companion studies. The chapters are fourteen in number, embracing in systematic order Anglo-Saxon poetry. Poetry of the Transition Period. Poetical Romances, Story Telling, Allegories, History, the Drama, Epics, Lyrics, Satires, Descriptions, Pastorals and Didactic Poetry and miscellaneous works up to the present time. The book is plainly and neatly bound, the print and paper good, durable and well-fitted for school or personal use.

THE AUTOCRAT OF THE BREAKFAST TABLE. By Oliver Wendell Holmes. Boston: Houghton, Mifflin & Co. \$2.

Were it the thousandth time it would be with pleasure that we take up Dr. Holmes' book for review. This time it is an especially pleasant task, for the gems of thought and information are here fittingly set forth in a book of fine, substantial and handsome binding, with excellent print and paper, and a good steel engraving of the author. In his introduction to this new edition Mr. Holmes gives a short and very pretty letter of recognition of the favor with which the book was first received, and a very needless apology for not tampering in "cold blood" and in after life with what was written in the glow of an earlier period.

To the reader of a thoughtful and quiet mind this is always an interesting book. There is such pleasure to be had anywhere. Open to page 128 and your eyes fall upon the little talk upon front doors and side doors, applied to the entrances by which we admit our friends and acquaintances to our inside selves. Turning a page or two further we are upon a little talk about great men and books, and what to talk about, and a few mornings later we find him interested in describing a "real talker," and so on. One subject leads to another; none are tiresome, none give you the feeling that you are being instructed in manner of thought and action. Rather you feel that you have been enjoying a little talk, from which you go about your duties and pleasures bearing a gem of thought, which will soon grow and develop itself into something of weight

and value to you in social and in business life. One can open the Autocrat anywhere, one can leave off anywhere; thousands of subjects are touched upon, as one's own thoughts travel, each bearing the impress of a deep, rich mind, and a practical thinker.

NONPAREIL PRACTICAL COOK BOOK. Mrs. E. A. M. Chicago: Jansen, McClurg & Co., \$1.50.

In this substantial volume we see a valuable collection of new and excellent recipes with many that are old, trusty stand-bys and always in demand. Mrs. E. A. M. has, during a prolonged stay in Europe, embraced some unusual opportunities to observe the methods employed in German and French kitchens. Her object in this book is to present an aid to young housekeepers by which they may furnish a good table at moderate expense, and to open up "a new vista to the more experienced." The work is divided into chapters headed respectively soups, fish, meats, etc., in which there are a few concise, practical suggestions and many valuable recipes and directions for the concoction of savory and wholesome dishes. A few blank pages are left at the end of each chapter for memoranda. With a further mention of a few chapters such as the "Nursery and Sick-room," "Hints and Helps," etc., we complete an outline account of a book which will be a valuable one in every household. The publishers have been especially happy in the excellent binding, clear bold type and fine paper, which make the book handsome, substantial, and convenient for handling and reference.

HEART OF STEEL: a novel. By Christian Reid. New York: D. Appleton & Co. \$1.25

A new novel by Christian Reid is ever a welcome announcement to lovers of romance; and few, if any, will be disappointed in this the latest. The scene is laid upon the European continent, the characters are largely Americans permanently abroad. The central figure, the heroine, is the daughter of a beautiful and noble American woman, once the wife of a certain German prince, who discarded her for ambitious reasons when entering upon political life. The young girl's character is well portrayed. She feels that nothing can undo her wrong; the "heart of steel": will not bend, but finally, breaks, as it were, from a terrible sickness, and the remorse at having been "weak and untrue" to her mother's last injunction to forgive. The crisis is suddenly brought before the readers in the final chapter with consummate skill. On the whole the book is one in which the descriptions are fine. Many beautiful and historic scenes are graphically pictured, but never with tiresome length and monotony; the characters are well drawn and sustained, the tone is good, and the matter of unfailing interest from beginning to end.

MAGAZINES.

THE Naturalist's Leisure Hour and Monthly Bulletin is a valuable little magazine for those especially interested in mineralogy, natural history, etc. While containing a few pages of good reading matter it devotes a large share of its space to price lists of species and the leading varieties of cabinet specimens. This is useful to one wishing to purchase, and often of assistance in collection, classification, etc.

The January *Wide Awake* is just as interesting as it can be. The story by Mary Densel, "The Winter Moon-Rise" is very good and quite funny. All the illustrations are excellent and so is every other part of it.

Littell's Living Age opens with an article from the *Contemporary Review* upon "Miss Burney's

novels," which is most excellent. "Au Pair," "Pasant Properties in Auvergne," "The Story of L. E. L.," etc., make this first number of 1883 a good initial issue for another year.

The December *Musical Herald* is unusually full and interesting. The musical selections are C. Mackay's words "I Love my Love," with music by C. Pinsuti, an arrangement of Chas. Oberthur's "Give Ear, O Lord!" "It was a Dream," and R. Schumann's "Joyous Farmer."

The *Illustrated Christian Weekly*, always noticeable for its typographical beauty comes out with the New Year number in a new dress, which is very pretty. The size and style are the same, but the first sheet has an original and very unique design, offering a pleasant change, at any rate. This first number of Vol. XIII is in all points interesting and fine.

The *Authors' Review and Scrap Book*, published at the office of the *Educational Review* at Pittsburgh, is an excellent little paper of carefully edited biography and selections.

The *(Our) Continent* for Jan. 3, opens with an interesting illustrated article upon "Philadelphia Abolitionists."

With the first January number the *Sanitarian* begins a new series and comes out in a new dress.

The *Art Interchange* for Jan. 4, is very rich in designs and reading matter.

NOTES.

Hiram Sibley & Co.'s catalogue for 1883, is an unusually fine one, of seeds, plants, vegetables, trees, etc., etc., accompanied by very satisfactory descriptions and price lists.

A short biography and account of the American tour of Herr Max Bruch, has lately been received, interesting and impressing us more than ever with that great composer and leader.

This year Americans have taken up the ideal originated by *The London Graphic* and the *London Illustrated News*, of sending out pictorial Christmas numbers of their magazines, and two large houses in the book trade, Messrs. D. Lothrop & Co., of Boston, and Harper & Brothers, of New York, have each sent out a "Christmas" that far excels anything that London publishers have ever attempted. There is a greater refinement and beauty in the illustrations, and the stories, poems and articles are all high class literature. It is said that the letter press and illustrations of Lothrop's Christmas *Wide Awake* (Dec. No.)—cost over \$10,000, and that authors and artists, here and abroad, have been busy for a year in its preparation. This number of *Wide Awake*, is without dispute, the handsomest and most artistic number of a young people's periodical yet issued. It contains 144 pages and 150 pictures.

MR. SPURGEON'S "Treasury of David" is having a very large sale in America. He writes to Messrs. Funk & Wagnalls as follows: "I thank you most heartily for the \$1,500 you have just remitted as royalty on 'My Treasury of David' in America. I right gratefully acknowledge this. You have acted toward me in a highly honorable and satisfactory manner, and I have great pleasure in having your house to publish my works. Fair dealing, where there is no law to compel it, is not so common that it becomes a matter of course. Long may you prosper, and find it to be all the sweeter to prosper because you deal generously with authors."

In the Early Days of Christianity, we find "The growing and rapid style for which Canon Farrar has been so much admired. He carries the reader easily through the difficulties of textual criticism, and nothing in the work is more remarkable than the happy combination of minute scholarship with the graces of a literary method, and at times the rhetorical fervor of an advocate."—*New York Tribune*.

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Publisher's Department.

Cowperthwait & Co., publishers in New York, Boston, Philadelphia, and Chicago, have issued a fine set of text books upon reading, geography, grammar, literature, etc. Prominent among these are Monroe's readers, spelling charts, time-honored and good; Goodrich's Child's History, just the thing for beginners; Royce's English and American Literature and Appleton's Young Chemist. These and the other publications of this firm are books of standard fame, which are being constantly revised and added to in keeping pace with the times in its onward strides in education.

One of the newest and best of modern text-books on astronomy is that prepared by Sharpless & Phillips, and published by Lippincott & Co., of Philadelphia. It is a work complete, practical and modern, admirably suited for high and normal schools, seminaries and academies. Explicit directions will be found for making astronomical observations, and clear explanations of the phenomena of the tides, the seasons, day and night, the phases of the moon, etc., such as every one notices, but comparatively few understand. The liberal terms upon which the publishers offer copies for introduction and examination will place them within the means of many who, having once seen the book cannot fail to appreciate it.

Among the important text-books announced this winter are those published by John Wiley & Sons of New York. They have Warren's excellent series upon higher mathematics, including free-hand, geometrical drawing, geometry, machine construction, etc., and Wood's Co-ordinate Geometry, and the Elements of Mechanics, and others, a copy of any of which will be sent for examination with reference to introduction on receipt of two-thirds of the regular price.

Sower, Potts & Co. of Philadelphia, are now calling attention to their Normal Educational Series, prominent among which are Griffin's works on philosophy and chemistry, Westlake's Literature and Letter-Writing, Pelton's excellent outline maps, and other good text-books upon science, grammar, spelling, etc.

From artists and teachers of drawing all over the country there come the highest recommendations of Dixon's American Graphite Pencils. They are now almost universally used in schools, banks, counting rooms, studios, architects' offices, and nearly every other department where pencils are extensively in demand. The grades vary from soft to hard with such perfect regularity that people find them entirely to be depended upon and reliable for any branch of work for which the graphite pencil may be used. They are manufactured in twelve different grades of hardness, and finished in more than 500 different styles, varying in quality and finish to suit the needs of the public.

J. & H. Berge, an old established house of New York, imports and manufactures a large and fine stock of chemical and philosophical apparatus of first class quality. They solicit correspondence from our readers, and any who are interested or thinking of purchasing anything in this line would do well to consult them. The firm now has in the course of preparation a fine, large illustrated catalogue which will be of great assistance in making selections, and will afford much valuable information upon the subject of chemicals and apparatus.

The Acme Stationery and Paper Company manufactures an excellent quality of writing paper, especially for educational and professional purposes. The paper is made from pure, selected fibre, heavily sized, and of extra fine finish and quality. Various different arrangements of size and rulings have been prepared to suit special kinds of school work. A specialty has also been made by tinting, with the view of saving children's eyes from the injurious effects of the glaring white paper and copy books, now acknowledged as the cause of much near-sightedness. Neutral tinted pads and exercise books of superb quality, and at very reasonable prices will be supplied upon application; and explicit descriptions and diagrams, with complete price-list, are also furnished upon application. This company also has a fine stock of white paper, cheap and expensive, and all other kinds of stationery for sale at moderate prices.

The new catalogue for 1888 calls our attention to the manufactures of the Globe Files Company. While the catalogue is explicit and finely gotten up, it does not in any way exaggerate the excellent qualities of the files manufactured by this company. For durability, convenience, and fine appearance they have no rivals. From the letter file cases and combination desk, with rotary file for business offices, to the handsomely bound music file for the top of a piano, their stock is complete. We would recommend any of our readers who are annoyed by loose letters, bills, etc., lying about in the way and insecure in case of accident, to send for the catalogue and see for themselves what opportunities are offered for overcoming the danger and annoyances of having no secure place for valuable papers. (Cincinnati, O.)

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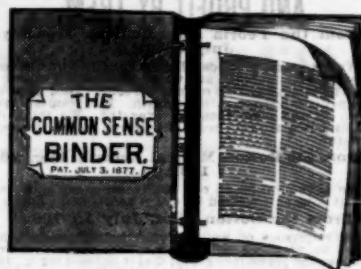
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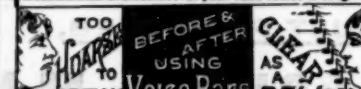
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Our reporter relates the following remarkable experience of one of our most reliable and substantial merchants, Deacon Stephen G. Mason. Mr. Mason says that from 1869 to 1880 he suffered terribly from frequent very severe attacks of Inflammatory Rheumatism. The last attack in the winter of '78 and '80 was so severe as to render him unable to take a step in four months. His physicians thought that one side of him was paralyzed, and both knees became so stiff that he could not bend them. The doctors pronounced his case incurable, leaving him in a terrible condition. He was then induced to try Hunt's Remedy, by a medical friend who told him that his whole sickness and trouble arose from kidney disease, and convinced Mr. Mason that such was the case, and after taking it six weeks was entirely cured, and is now in such excellent physical condition that neither damp weather nor wet feet affect him disagreeably. Mr. Mason says that his cure is complete, as it is more than two years since he has had the disease. "I attribute my most remarkable cure solely to Hunt's Remedy, the Infallible Kidney and Liver Medicine," says Mr. Mason.—*Providence Evening Press.*

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Aladdin's lamp wrought mighty things, but Hunt's Remedy works mightier. Try it.

A quaint old minister was once asked what he thought of his two sons, who were both preachers. "Well," he replied, "George has a better show in his shop window than John, but John has a larger stock in his warehouse."

"WHAT does 'in memoriam' mean, pa?" asked Lily. "Oh," said pa, behind his newspaper, "it's nothing. It's something you write on the tombstone of a man you are going to forget in a week."

Some say "Consumption can't be cured." Ayer's Cherry Pectoral, as proved by forty years experience, will cure this disease when not already advanced beyond the reach of medical aid. Even then its use affords very great relief, and insures refreshing sleep.

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"Bough on Bats," Clears out rats, mice, flies, roaches, bed-bugs, ants, vermin, chipmunks, etc.

A FEW EDITORIALS THAT ALL READ AND PROFIT BY THEM.

[From the *Peoria Ill. Medical Monthly*, July, 1882.]

We have used Murdock's Liquid Food in a number of cases of great debility, and where the stomach was unable to retain any kind of food; in some cases, in fact, the patients were starving to death. The results have been all and more than we expected. We think it needs but a trial to prove its worth to every case. (Editor.)

[From the *Boston Musical Record*, Aug. 26, 1882.]

We have used this in our family for many months, and it is what is wanted in every household. (Editor.)

[From the *Boston Pilot*, July 15, 1882.]

Many persons of well-known integrity and high standing, whom we can vouch for, have used it in their families and pronounce it all that is claimed for it. In many of our institutions, and hospitals it is used extensively. It is the pure essence of nature, and healthy animals, making new, rich blood, thereby building up a strong, healthy body. It is the substance life in liquid form, and where Murdock's Liquid Food is used death reaps a poor harvest. It is not a medicine in any sense of the word, but a food—as much so and more nutritious by tenfold than the choicest cut of beef for the richest mutton broth, and when nothing else will remain on the stomach of a solid old man, Murdock's Food never fails to sustain life and give strength that we know.

[From the *Editorial Columns of the New York Medical and Surgical Journal*.]

The value of raw food extract has long been recognized by the profession as being superior to cooked extracts in all wasting diseases, such as consumption, scrofula, diphtheria, dyspepsia, kidney complaints and constipation, and cases where sufficient nourishment cannot be obtained from common food. Such is Murdock's Liquid Food. These extracts have been introduced through the profession of New England, the inventor claiming, and the company indorsing, his theory, and they are the only manufacturers in the world, that if the physician did not want them that the druggist would not, and it was a waste of time and money to adopt any other method of introducing them into the market.

[From the *Portsmouth Times*.]

Murdock's Liquid Food has given health to all our citizens of Portsmouth that have used it. Of those that have been benefited by it, it is with pleasure that we number among them a member of our own family.

[Meriden (Conn) Press, Aug. 3.]

People who complain of dyspepsia and an "all-one" sort of feeling these days will find great benefit by using Murdock's Liquid Food. It is a preparation of raw beef, mutton and fruits, and is so easily assimilated that it can be taken with safety upon the weakest stomach. While a teaspoonful of it contains as much nutriment as a considerable quantity of ordinary food. For those who feel exhausted, either from overwork or disease, it is simply invaluable. This is not an advertisement or a paid puff, but a voluntary recognition of the merits of a genuine article, which the writer has seen tested again and again, always with satisfactory results.

[From the *N. Y. Scientific Times*, March 11, 1882.]

The experience of physicians and of persons in charge of the sick in hospitals and elsewhere has demonstrated that recovery is often delayed and sometimes entirely prevented by the want of nourishing substances with which the convalescing patient could be fed. Nature is often too weak to manage and assimilate even the most wholesome articles, which, with the body in vigorous conditions, would be adequate for its support. Especially is this the case with infants, who are thus made to suffer for the want of knowledge of those in whose charge they may chance to be. Among the most successful attempts to invent an artificial food is the article known as "Murdock's Liquid Food," prepared by the company of that name in Boston. It is renowned as a maker of pure blood, which it supplies in such controlling quantities as to expel the weak and impure blood engendered by disease from the system, and to fill its place with a life-giving, health-restoring fluid.

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New York, January 20, 1883.

THE

Scholar's Companion

FOR JANUARY

opens with a pretty little illustrated story of "The Snow Angel." This is followed by "Two Boys," "A True Story of Florence Nightingale," "What a Boy and a Broom Did," "The New Year's Exhibition," a story of the funny experience of a boy who tried to be "Supe" at dramatic entertainment; "Stories About Girls," written and illustrated by Amy B. King, and "The Clonian Club," by H. A. S. There are also many interesting brief accounts of curious facts, anecdotes of great people and places, some fine selections of poetry suitable for recitation, a dialogue by Leoline Waterman, "Some Evening Games," and several excellent prose declamations. The publishers are increasing the number of illustrations this year, which is a very pleasing feature in the little magazine. Great interest is being shown by the subscribers in the School Room, Writing Club and Letter Box departments, which is quite natural, considering the many out of the way points brought up and discussed by "Consin Alice" and the different scholars—and the truly handsome prizes awarded each month for proficiency, neatness and quick work. Only 50 cents a year, 5 cents a copy.

A MEETING of the Department of Superintendence of the National Educational Association will be held in Washington during the week commencing Feb. 6. Further particulars in the next issue of the JOURNAL.

AN assemblage of teachers can accomplish less than any other, we confidently believe. They never seem to have common objects, never pull together, nor confine themselves to the subjects before the meeting. Why is this?

WHEN Froebel was dying he requested to be carried to the open window. "I have," he said, "my life long made a companion of nature; let me pass my last hours in her society." That is a noble teacher who draws the child toward nature; to be able to do this he must have made a companion of her himself.

THE publishers of the JOURNAL have a list of valuable works for teachers that they will send on application. Let every teacher have books that pertain to his profession. A school commissioner writes:—"More than one-third of the teachers answered on the blank I sent them, opposite to 'what books on teaching have you read?' None."

REFERENCE libraries are needed in every school. The State Superintendent should select a list of books, and let each district buy from this list with the money appropriated by the State. In N. Y. State the \$55,000 annually wasted on the district libraries, should be spent on reference libraries. The books should be kept at the school-house and be under the care of the teacher; they should be used at the school, and not loaned out.

THE Chinese system is to teach children to commit to memory the words of Mencius and Confucius; often these pupils arrive at manhood and descend to the grave ignorant of the meaning of the words they learn at school. Does a system resembling this prevail in this country? Men can be found to-day who can spell all the words in the spelling book with accuracy, and yet who do not know how to write!

GOVERNOR BUTLER asks why the normal schools of Massachusetts are free. When the normal schools were first established, the State needed good teachers and they were not to be had. The public had no conception of such a person as a "trained" teacher; the untrained were acceptable. In this condition of things it was necessary to make the normal school free. The time may have come when it shall be no longer so; when those who wish to be trained as teachers, must pay for the training. Has this time come?

WE believe the better the teachers, the less money need be paid for supervision; and vice versa, the poorer the teacher the more

need of supervision. A principal of a private school in this city was asked if he supervised his good teachers. "Not at all; I leave them alone." No effort should be spared to increase the number of skillful teachers in the primary schools. By primary schools we mean those that teach the elements of reading, penmanship, language, arithmetic, and earth-knowledge; these usually have two divisions:—primary and advanced.

For the SCHOOL JOURNAL.

SCHOOL REPORTS.

"About this time look out for snow," so says the almanac, and we say look out for school reports. What are these reports for? Aye, that is a question. The school officer (City Supt., Co. Supt., or School Commissioner) wants to make a good showing. He reasons thus: "If I don't make a good showing they will think I have not done my duty," so he proceeds to make a good showing—and this means painting the schools in rosy hues.

Let us confine our attention to the county officials, for the city and graded schools are under the influence of public opinion and cannot become very bad. Let us look at the country schools of the great State of New York. Let us see what sort of a report the School Commissioner will make, provided he should do the subject justice. He would look at the building, and their surroundings, the desks, the stoves, the ventilation, the out-houses, the yards, the walls, the apparatus, etc. Then at the pupils, their health, their comfort, their enjoyments, and the equipments they have to produce mental, physical, and moral manhood; the work they are doing, their mode of doing it, etc. Then at the teacher, his fitness and his skill.

The official will of course think that it will not do to be too precise in this matter, lest he be called a theorist. Then, too, he will think that his field is so large that he cannot cover the whole of it, if he puts one school in complete order. Then he will think it will cost too much to insist on a full compliance with the demands which the normal education of a child requires. He will think of his predecessor, of his popularity, of his re-election, and will come to the conclusion that "it is best not to be too harsh"—in the very words of a School Commissioner in the Empire State.

The rural schools are just what grade the school commissioner makes them. He has the matter in his hands and he can improve them if he will. But how about re-election? That is another question. If that is to be insured we think a bold reforming commissioner stands a better chance than a timid, non-committal man.

It is a fashion in New York State to employ persons in the schools who have never been trained as teachers. Against this practice every school commissioner should set his face like a flint. It is a custom merely; it must be discarded. Refuse to license them. In fact the commissioner should not give a license to a single person. Let those who want to teach get their diplomas at the normal schools and from persons delegated by the normal schools (for the present) to grant temporary diplomas. The institute conductors could do this, and they should give none to persons who had not practically taught with success.

In the reports for the year 1882 that have gone to the State Superintendent's office, how many will take up this vital point? Who will say: "In this district there are 200 teachers and none are inexperienced persons experimenting on the children?" When we reach such a point we may date progress—and not till then.

For the SCHOOL JOURNAL.

OUR RURAL SCHOOLS.

By A. M. B.

The rural schools greatly feel the need of necessary facilities for doing their work. The more skillful a workman becomes, the more and the greater variety of tools he will use; not only will he use a variety of tools, but he needs a knowledge of how he shall use them. We are told that in the last quarter of a century labor-saving devices have completely changed the methods and means employed in every branch of business. Children spend less hours in school, and must accomplish more the time they are there, and the parents feel it and know it. The common-school without modern improvements is ignored, and the child is sent to some distant school to study the same branches he might study in the home school, and this at a great expense. Parents should improve the district school; demand better teachers; furnish needed facilities, modern text-books, and improve the school-houses, and build up home interests.

No farmer will now cut his grass with a scythe, or his grain with a cradle; he uses the most improved machinery to do that work. But mark the school-house; mark the methods employed in that school-house. The same farmer that uses the best machinery he can get, will send his child to a school with an old-time book, bench, teacher and method, and never say a word. However, he is not satisfied, and so sends him off to—School, and pays a round sum for his folly.

If the schools are to keep pace with our age of improvement, the patrons must lead off by getting the best of everything. "Ah!" some one will say, "why, it would break us down if we should take up such extravagant notions."

Let us see: Forty years ago an educated man bought a farm and began to have a family grow up around him. A friend advised him to improve the district school, but he would not, and now see the cost; he footed it up last summer and as he is poor he feels it keenly. Two sons have cost him in preparatory schools \$500; one daughter \$200; he has two children yet to educate, and his brother five. These two families will spend \$5,000 on their children, and it will nearly use them up to do it. While this is bad for these families, nearly grinding them to powder, it works badly for the other families in the district; in this way, they need the same advantages and cannot pay for them. The best advantages for education should be at the command of the parent, but this is not the case.

For the SCHOOL JOURNAL.

ARE OUR LAWS IN FAVOR OF EDUCATION?

By JAMES E. HUGHES.

(Continued from last number.)

If it be true "that the child is heir of all ages in the foremost files of time," how is it that the education of the child is regarded as cheap a thing, as it is and made a hap-hazard matter altogether. A good, active trustee, who has the best interests of the school at heart, with the assistance of a bright, active teacher, can generate a civilization of a high order; but, on the other hand, if the trustee be a tight, hard-fisted, courteous old sinner (like one in Iowa, that when asked for twenty-five cents to buy crayons, wanted to know "why they couldn't use a piece of chalk, just as good as them crayons") he is an embargo to education in that district. The landholders with no children do not care a fig. How he chuckles over the good bargain he makes for the district when he hires a teacher.

The workings of the text-book law is certainly an embargo on intelligence. I know of a hundred schools within a radius of forty miles of Rochester that, if they voted at all, voted to retain the books already used in the schools, in order to save money. Another bar to intelligence is the existing state of our district libraries. The Albany *Evening Journal* says: "The district libraries, costing \$50,000 annually, are hiding in garrets, sheds and barns, as if ashamed of themselves. The books are neither used nor cared for. There is a little contemptible

clause in the State Code, § 57, § 4, that no doubt has brought this downfall, and should be swept from existence. It is as follows: "When the library money apportioned to a district in any year shall be less than three dollars, the trustees may apply it in payment of qualified teachers' wages." This is a wrong. Even our Union Schools that have apportioned \$9, \$12 and \$15 a year, use the money for payment of teachers' wages. Do our laws provide proper helps to a teacher in facilitating her work? There is a law making it imperative for railroad companies to adopt and use the latest improvements in protecting their passengers against all accidents. It should be the imperative duty of school officials to provide school-room furniture and suitable apparatus for instruction. The Code provides § 31, § 50, that a district may expend a sum not exceeding \$25 in any one year for these purposes. The clause is "may expend," which virtually makes it a dead letter. The ideal school-room is quite unlike mine. Upon its walls are instructive pictures, scenes from history, maps, charts and mottoes. It has a complete encyclopædia and unabridged dictionary with a rack, a globe and numeral frames, a full kit of kindergarten tools, a museum filled with specimens found in the district by pupils, and above all, a well-filled library, not only of text-books, but also books that will create a love for reading.

The school-room should be a *workshop* for the pupils. How different this is from the real school-room, and yet, the Code describes a similar school, p. 222, sec. 8: "The principal facts in geography are learned better by the eye than in any other manner, and there ought to be in every school-room a map of the world, of the United States, of the State, and of the county."

Now, for the remedy. It is agitation and legislation that moves the world. If our teachers care for a better grade of schools, it behooves them to become agitators. Take up the cudgel for learning. Make the war cry "school-room reform"; don't let your trustees sleep, give them the nightmare, and make them dream of "Castle walls and snows summits, old in story"; pick out the person best adapted for reform in your district, and elect him for trustee next October. There is a brighter day coming for education. The recent law making women eligible as school trustees has produced an admirable effect, and this is but one sign out of many that show how the wind blows.

PESTALOZZI.

We have now to consider what were Pestalozzi's principles of education. They were founded entirely on the following of nature. The end of education he considered to be the harmonious development of all the natural powers. If we provide for this harmonious development we shall have given the education which we desire. There is a certain order determined for us which our development should follow; there are certain laws which it should observe, there are impulses and tendencies implanted in us which cannot be extinguished or subdued. The natural course of our development comes from these impulses. A man wishes to do everything which he feels himself strong enough to do, and in virtue of this indwelling impulse he wills to do this. The feeling of this inward strength is the expression of the everlasting, inextinguishable, unalterable laws which lie at the bottom of a man's nature. These laws are different for different individuals, but they have a certain harmony and continuity for the human race. Now that alone can be considered of educative power for a man which grapples with all the faculties of his nature—with heart, mind, and hand. On the other hand, any one-sided influence which deals only with one of these faculties by itself, undermines and destroys the equilibrium of our forces, and leads to an education which is contrary to nature. If we wish to raise and ennoble ourselves we must accept as the true foundation for this effort the unity of all our human powers. What God has joined together let not man put asunder.

Pestalozzi tells us that for a long time he strove to find the means by which a man may make clear and intelligible to himself the objects which come before his eyes. He came to these conclusions. He will direct himself to three points of view: (1) how many objects move before his eyes, and of how many kinds; (2) how they look, what is their form and outline; (3) what are they called, how may they present themselves to us, by a sound or word. Now a man who has passed through these stages has acquired these powers: (1) the power to represent dissimilar objects according to their form and according to their contents; (2) the power to separate these objects according to their number, and to represent them as one or many; (3) the power to increase the vividness of the representation of an object, already marked by form and number, by means of speech, and so to render it impossible to forget. Therefore, the elementary means of instruction are three—number, form, and speech. Let us proceed a little further. The first means of teaching is by sound. This may be divided into three kinds: (1) tone-lore, the forming of the organs of speech to pronounce different sounds; (2) word-lore, the means of knowing individual objects by specially assigned names; and (3) speech-lore, the means by which we exactly express ourselves about objects known to us, and about everything which we know about them. Tone-lore is of two kinds—speaking-tone and singing-tone. Word-lore consists of lists of names of the most important objects from all the natural kingdoms, and of the vocations and relations of mankind in the world. These lists of words must be given to the child to learn so soon as he has finished his A B C. In speech-lore the great object to aim at is exactness of expression, so as to be able carefully to distinguish different objects from each other. When these first foundations have been laid, we can apply them to the most important objects of human inquiry—to the description of the world, to history, to nature. The second means of instruction is form. This is to be taught by observation; and in the knowledge of form we have three degrees, obtained by measuring, drawing, and writing. What Pestalozzi calls measuring is really geometrical drawing, which holds an important place among modern methods of instruction. It begins with the divisions of the square and goes on to those of the circle. At first the child is not to draw himself, but merely to follow, and to understand the measurement of the divisions. Drawing by the pupil is to come later, when the child has been taught to understand and to practice the simplest notions of geometry; then he is to proceed to writing. Writing is to be taught very gradually, first parts of letters, then single letters, then complexes of letters formed into words. The third branch of elementary teaching is number. It has this advantage. Sound and form may sometimes be inaccurate and lead to misconception, but number never can do this. The results it leads to are always certain and unassailable, and therefore it is one of the most important means of education. Reckoning, in its simplest form, is the putting together or the separation of unities: one and one make two, one from two leaves one. Teach this by the use of natural objects, stones, or peas. It is possible also to bring form and number into harmony by the use of reckoning tables.

Beyond these simple parts of instruction—reading, writing, and arithmetic—Pestalozzi does not go; but there is no doubt that his influence over education was enormous. Poor, and without learning, he tried to reform the science of the world. He was enthusiastically supported and scornfully abused. His place among educationalists is now no longer a matter of doubt, and it has grown year by year since his death. His methods of teaching words, forms, and numbers were accepted. Speaking was taught by pictures, arithmetic was reformed; methods of geometry, of natural history, of geography, of singing, and drawing were composed after Pestalozzi's example. Still greater was the influence which he exerted over the general theory and practice of education. It is due to him that we have accepted as a truth that the founda-

tion of education lies in the development of the powers of each individual. The method which begins by educating the senses, and which through them works on the intellect, must be considered as derived from his teaching. The kindergarten of Froebel is only the particular development of a portion of his general scheme. His example also gave a strong impulse to the teaching of the poor and destitute. Schools for the blind and for the deaf and dumb followed his reforms. Care was taken for poor children and cripples; evening schools, Sunday schools, schools for trades and employments were derived from this initiative. In national schools methods of discipline were improved, and the care of individual children, according to their capacity, became the rule instead of the exception. A new library of children's literature appeared in Europe.

We live so completely in the system which Pestalozzi helped to form that it is difficult for us to realize how great a man he was. He may have had many faults as an organizer and an instructor, but he gave his life for lambs of the flock. He was the first teacher who inculcated unbounded faith in the power of human love and sympathy. He divested himself of everything, and spent the whole of a long life in the service of the poor and lowly, subduing himself to those whom he taught, and entering into the secrets of their minds and hearts. He loved much, and many shortcomings may be forgiven him.

SCIENCE AND ART OF EDUCATION.

[Continued from last week.]

Looking still at our baby as he pursues his education, we see that this manifold exercise is only apparently an end in itself. The true purpose of the teaching is to stimulate the pupil to the acquisition of knowledge, and to make all these varied movements subservient to that end. The exercise of faculty brings the child into contact with the properties of matter, initiates him into the mysteries of hard and soft, heavy and light, etc., the varieties of form, of round and flat, circular and angular, etc., the attractive charms of color.

All this is knowledge, gained by reiterated exercise of the faculties, and stored up by its retentive power. We recognize the baby as a practical inquirer after knowledge for its own sake. But we further see him as a discoverer, testing the properties of matter by making his own experiments upon it. He knocks the spoon against the basin which contains his food; he is pleased with the sound produced by his action, and more than pleased, delighted, if the basin breaks under the operation. He throws his ball on the ground, and follows its revolution with his enraptured eye. What a wonderful experiment it is! He repeats the experiment over and over again with unwearied assiduity. The child is surely a Newton, or a Faraday in petticoats. No, he is simply one of nature's ordinary pupils, inquiring after knowledge, and gaining it by his own unaided powers. He is teaching himself, under the guidance of a great educator. His self-teaching ends in development and growth, and it is therefore strictly educational in its nature. In view of these facts we gain a fourth principle of the Science of Education. *The exercise of the child's own powers, stimulated but not superseded by the educator's interference, ends both in the acquisition of knowledge and in the invigoration of the powers for further acquisition.*

It is unnecessary to give further illustrations of method. Every one will see that it consists essentially in the observation and investigation of facts, the most important of which is that we have before us a pupil going through a definite system of education. We are convinced that it is education, because it develops faculty, and therefore conduces to development and growth. By close observation we detect the method of the master, and see that it is a method which repudiates cramming, rules and definitions, and giving wordy explanations, and secures the pupil's utmost benefit from the work by making him do it all himself through the exercise of his unaided powers. We thus get a clue to the construction of a Science of Education, to be built

up, as it were, on the organized compound of body and mind, to which we give the name of baby. Continuing still our observation of the phenomena it manifests, first, in its speechless, and afterwards in its speaking condition, we gain other principles of education; and lastly, colligating and generalizing our generalizations, we arrive at a definition of education as carried on by Nature. This may be roughly expressed thus:—*Natural education consists in the development and training of the learner's powers, through influences of various kinds, which are initiated by action from without, met by corresponding action from within.*

Then assuming, as we appear to have a right to do, that this natural education should be the model or type of formal education, we somewhat modify our definition thus—

Education is the development and training of the learner's native powers by means of instruction carried on through the conscious and persistent agency of the formal educator, and depends upon the established connection between the world without and the world within the mind—between the objective and the subjective.

I am aware that this definition is defective, inasmuch as it ignores—or appears to ignore—the vast fields of physical and moral education. It will, however, serve my present purpose, which is especially connected with intellectual education.

Having reached this point, and gained a general notion of a Science of Education, we go on to consider the Art of Education or the practical application of the Science. We are thus led to examine the difference between Science and Art, and between Nature and Art. Science tells us what a thing is, and why it is what it is. It deals therefore with the nature of the thing, with its relations to other things, and consequently with the laws of its being. Art derives its rules from this knowledge of the thing and its laws of action, and says, "Do this or that with the thing in order to accomplish the end you have in view. If you act otherwise with it, you violate the laws of its being." Now the rules of Art may be carried out blindly or intelligently. If blindly, the worker is a mere artisan—an operative who follows routine, whose rule is the rule-of-thumb. If intelligently, he is a true artist, who not only knows what he is doing, but why this process is right, and that wrong, and who is furnished with resources suitable for guiding normal, and correcting abnormal action. All the operations of the true artist can be justified by reference to the principles of Science. But there is a correlation between Nature and Art. These terms are apparently, but not really, opposed to each other. Bacon long ago pointed out the true distinction when he said, *Ars est Homo additus Naturæ*—Art is Nature with the addition of Man—Art is Man's word added to (not put in the place of) Nature's work. Here then is the synthesis of Nature and Man which justifies us in saying that natural education is the type or model of formal, or what we usually call, without an epithet, education, and that the Art of Teaching is the application by the teacher of laws of Science, which he has himself discovered by investigating Nature. This is the key-stone of our position; if this is firm and strong, all is firm and strong. Abandon this position and you walk in darkness and doubt, not knowing what you are doing or whither you are wandering—at the mercy of every wind of doctrine.

The artist in education thus equipped, is ready not only to work himself, but to judge of the work of others. He sees, for instance, a teacher coldly or sternly demanding the attention of a little child to some lesson, say in arithmetic. The child has never been led up gradually to the point at which he is. He has none but confused notions about it. The teacher, without any attempt to interest the child, without exhibiting affection or sympathy towards him, hastily gives him some technical directions, and sends him away to profit by them as he may—simply "orders him to learn," and leaves him to do so alone. Our teacher says,—"This transaction is inartistic. The element of humanity is altogether wanting in it. It is not in accordance with the Science of Education; it is a violation of

the Art. The great educator, in his teaching, presents a motive and an object for voluntary action; and therefore excites attention towards the object by enlisting the feelings in the inquiry. He does not, it is true, show sympathy, because he acts by inflexible rules. But the human educator, as an artist, is bound not only to excite an interest in the work, but to sympathize with the worker. This does neither. His practice ought to exemplify the formula, *Ars=Natura+Homo*. He leaves out both *Natura* and *Homo*. His *Ars* therefore=0."—JOSEPH PAYNE'S Lectures.

For the SCHOOL JOURNAL.

CULTIVATE ON ALL SIDES.

By J. W. DAVIDS, W. Va.

I find in the JOURNAL of Dec. 23, an article on "Cultivate Observation." In regard to the question of the cat's toes, I wonder if there are thought waves! I had neither seen nor heard of the question in the COMPANION. I had, in visiting schools, tried to impress on pupils and teachers the necessity of close observation, I used the words "learn to look at things closely." In one school I entered I found fifty or a hundred wasps flying about the room, and the pupils, during my stay were principally engaged in looking at the wasps, and did very little else. I spoke of the fact, and told them that I did not consider it wrong to look at wasps, but wished to know how closely they looked at them. As a test I asked the number of feet a wasp had, and neither the teacher nor pupils knew. I told them that I never told any one what they could find out themselves; they might catch a wasp and find out. I understand they caught several wasps, and not only knew the number of feet, but many other facts about that beautiful insect. I used the same illustration in several schools to enforce the same lesson, and asked it of hundreds and only one told me and he was a negro boy about six years old, and perhaps he guessed it. When it became too cold for wasps in the school-room, I took the familiar illustration of the cat, and asked how many toes it had, and in only one instance did I receive a correct answer. In that case a little girl had in some way heard of what I did; her little, five year old brother let out the secret by telling me that "Lola counted old Tom's toes that morning before she went to school." This winter I have tried to stir up the children to close observation, and of doing all they could for themselves. Last winter I tried to impress the value of obedience and the immense value of good habits and accurate knowledge to the boy if he expected to do well.

I illustrated economy in this way by taking a half-dollar from my pocket and asking, "Would you throw it away?" "No, sir," they said. "Yet you do; you throw away a cent at a time, by giving a little for this and a little for that."

My conclusion is that earnest, practical talks to pupils are of immense value. I encourage the teachers to do this. They feel limited to the textbook and to hearing lessons, and do not cultivate on all sides.

REMAINS OF THE SEVEN WONDERS.—Mr. Newton says that the Pyramids, the foundation and many of the fragments of the Mausoleum at Halicarnassus, and the mounds indicating the position of the walls and gardens of Babylon, are the only remains of the "Seven Wonders of the World." The Colossus of Rhodes, composed of brass cast in pieces, was overthrown by an earthquake 224 B. C. The fragments remained until the ninth century, when the Saracens sold them to a Jew, who is said to have loaded 900 camels with them, they weighing 6,720,000 pounds. The original Temple of Diana was set on fire 356 B. C. by Erostratus, an obscure individual who sought by this means to make his name famous. It was rebuilt, but again destroyed, by the Goths, A. D. 256. The Mausoleum gradually crumbled and decayed, though as late as 1440 A. D. parts of it were used by the Knights of Rhodes in the construction of a castle. The destruction of the Olympian Jove at Elis and the Pharos of Alexandria was probably accomplished by barbarian invaders.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

OCCUPATION FOR YOUNG CHILDREN IN SCHOOL.

BY ANNA JOHNSON, New York.

Slats.—Bundles of slats may be distributed among the scholars. The children may be taught to weave them in many ways. At first designs may be drawn upon the board for the children to copy. Picture frames may also be made.

Paper Folding.—Small squares of paper may be furnished to the children, with which they may be taught to make boats, soldier-caps, pin-wheels, cornucopie, and many other objects. Newspaper may be used to practice upon, and afterward colored paper may be given. The best work should be retained for a while at least, and placed where it can be seen daily by the class.

Knots.—Pieces of stiff brown card should be given to the children, and they should be taught to tie a great variety of knots, learning the use of each. In the Oct. *Wide Awake* for 1881, may be found an article nicely illustrating the subject.

Parcels.—Pieces of paper and small articles, such as blocks, shoe-pegs, or slats may be given the children. With these they may be taught to do up neat little parcels, and tie them with cord.

Cardboard.—With pieces of card or perforated board cut in strips and wooden toothpicks many objects may be formed. The cardboard may be pricked with pins to admit the ends of the sticks. Fences and gates may be very easily made; and the children may be allowed to use their own ingenuity.

Boxes.—Pieces of cardboard may be converted into boxes, by pasting them together with slips of paper. When they are nicely made, fancy pictures may be pasted on them, and they may be retained in school or children may be allowed to give them away.

These exercises will educate the fingers, thus helping the children in other employments.

Get some plaster of Paris and water, and provide some molds; these may be borrowed from the kitchen—pudding molds, blanc-mange molds, scalloped cake tins, and even plain but prettily-shaped bowls, will, any and all, answer every purpose. Now set the children to work; let them mix the plaster and water, and fill the molds. If any of the articles they make are of such size and shape that they can be hung on the wall, provide some loop of ribbon or of braid, and when the mold is half full of plaster lay the end of the loop in and then pour more plaster over it. When the plaster has hardened the loop will be found securely fastened in, and capable of sustaining the weight of the article. When the plain bowl is used, or a deep plate, the article molded will resemble a plaque, and can be decorated by pasting some bright pictures or painting some designs on it. Nothing will so happily occupy the sometimes tedious hours of a child, when he seems to have exhausted his resources, as the employment of a paint-brush and a few tubes of paint. It may also be made to conduce to his education in the matter of color, and—he may learn to be neat, to use his oil and paints without soiling his hands or clothes, or dropping anything on the floor.

For the SCHOOL JOURNAL.

SCRIPT FIRST—THEN PRINT.

A teacher asks, "Why printing on slates should not be taught to small children since that is the form which is first put before them." The child should be taught to read script first from the black-board, and he should begin immediately to copy the words on his slate. One reason for copying is, that there are no books or charts, which contain repetition enough to familiarize the child properly with the words.

By teaching the script first in this way the child learns the print form to be the reading form. He makes the transition without difficulty. If you teach print first on the other hand, it seems almost like a new language to learn the script. This

method has been tried a great many times and all who try it say that script should come first. One of my classes is composed of children who knew nothing whatever of reading script first. I taught them script from the board, taking words I knew they would need when they were ready for the chart. When these words were familiar, I turned to the chart, and found they read them with perfect ease. The error in this way of teaching reading is, that those who try it do not present the words to the child sufficiently in script before turning to print.

For the SCHOOL JOURNAL.

HOW TO TEACH.

BY GENL. J. W. PHELPS.

The idea seems to prevail that school-children must derive their knowledge of good manners from and through their teachers. But how is it with respect to legal justice? We are not to look for that to the judge or to the lawyer, but to the code of laws laid down in the statute books. A similar idea should prevail respecting the inculcation of laws which govern the social relations of men. School children should be taught to look to a proper treatise on the subject for knowledge of good manners, and not to the teacher alone. The laws of the social code are as capable of a clear definition as those of any other code; and the teacher must be governed by them as well as the pupil. Both together must acquire a proper understanding of social laws, by going to the authorized code in which they are embodied. It is proposed that while the pupil reads the laws by the way of reading lessons, the teacher is to expound and explain them, as far as he deems necessary.

But the leading principle of the process is that frequent iteration is essential to both teacher and pupil, as a means of becoming properly governed by the precepts of good manners. This iteration is secured in a pleasant way by making reading lessons of the most important precepts that prevail in good society. This practice has the especial commendation of General Washington, a forgetfulness of whose noble character at the present day is, itself an evidence of ill-breeding that needs reformation.

For the SCHOOL JOURNAL.

MORAL INSTRUCTION.

BY SUPT. J. B. PEASLEE, Cincinnati, Ohio.

Storing the minds of our pupils with selections from literature containing grand and ennobling thoughts, clothed in beautiful language—thoughts that inculcate among other things, virtue, patriotism, love of God, of father, of mother, kindness to dumb animals, and that give correct rules of action—is in itself an important means of moral training; and if teachers did no more in the fifteen minutes given to moral instruction, (I take it for granted that at least fifteen minutes a day is devoted to systematic moral instruction in all the schools in our country) than to have their pupils memorize such selections, they would be doing a noble work for the moral training of their pupils. But more is expected of them, and by a conscientious teacher more is secured than the simple memorizing of moral sentiments. Such teachers,—and I am happy to say that they are largely in the majority—make the selection for the week the subject of lessons in which they not only bring out the meaning of the passage, but make it the text for appropriate talks to the children, and then fix these lessons in the minds of the pupils by having them thoroughly memorize the selection. For example, let us suppose the faithful teacher has selected for the week (five fifteen minute lessons) this beautiful extract from Whittier's "Snow Bound":

"Alas for him who never sees
The stars shine through his cypress trees!
Who, hopeless, lays his dead away,
Nor looks to see the breaking day
Across the mournful marbles play!
Who hath not learned, in hours of faith,
The truth, to flesh and sense unknown,
That Life is ever lord of Death,
And Love can never lose its own!"

The teacher would speak of the beauties of "Snow Bound," perhaps the greatest American idyl; would give the connection in which these lines occur; would bring out the meaning of "The stars shine through his cypress-trees"; and every other expression; would see that her pupils could give the substance of the passage in their own language. But, above all, she would endeavor to imbue their minds with the spirit of the extract by talking to them of the immortality of the soul; of the fond anticipation of meeting our dear ones beyond the grave; of the deplorable condition of him who does not believe in a future life; of the love of God, who has prepared for us such an eternal home. In addition to this, a short biographical sketch of the venerable author would be given, and the beautiful life of the poet dwelt upon. Apart from the literary value of this work; apart from the love of reading good books, which it develops in the pupils, I believe that gems of literature, judiciously selected, form the best basis of moral instruction, all things considered, ever introduced into the schools of our country. Let me say that this work does not interfere in the least with Bible instruction, but where the Bible is used, it will be found to be an excellent additional and supplementary work. Beside, in schools where the Bible is not read, extracts may be taken from it, for no Board of Education has ever made itself so ridiculous as to say that the Bible is the *only* book from which a beautiful thought shall not be taken.

LESSONS ON HEALTH.

Cleanliness preserves and strengthens the health, morality and dignity of man; uncleanness often causes dangerous diseases.

The head, neck and hands should be washed daily, and the whole body about once a week or oftener.

A cold bath is injurious for the weak, the nervous, and for those who suffer sometimes from giddiness, faintness, palpitation, or feelings of oppression about the heart.

Evening is the proper time for a warm bath; and the morning for a cold one.

When a cold bath is taken the following rules must be observed:

1. Do not bathe soon after a full meal.
2. Do not bathe when the body is chilly, heated, or greatly fatigued.
3. Do not sit still while bathing, but swim or move.
4. After the bath, the body must be rubbed dry, and gentle exercise taken.

Not only the body, but also everything in and around the house should be clean and in order. There should be a place for everything, and everything should be in its place. Order lightens work.

MEXICO.—Mr. Edison says: "The largest undertaking we have on hand now is to carry 15,000 horse-power of electricity 18 miles to the city of Mexico, for the purpose of lighting that city and furnishing power for various purposes. We are only making estimates as yet. This thing of carrying power from water-falls to a considerable distance is going to be done very extensively in the future. It is practicable to carry 25,000 horse-power 20 miles if necessary."

CANADA.—Toronto is the quietest city on the continent on Sundays. No street cars or cabs running; no bootblacks at work; no telegraph offices open except the central one, and that only for important messages; drug stores only open at certain hours, and then for the sale of medicines exclusively; liquor saloons closed from seven o'clock Saturday evening until five Monday morning.

OLIVER WENDELL HOLMES, having retired from his Professorship, proposes to spend the remainder of his days in quietude, away from the turmoil of public life, but not to the exclusion of literary work.

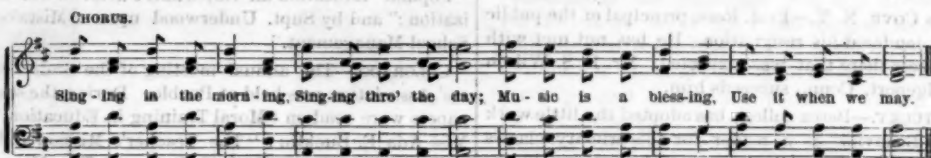
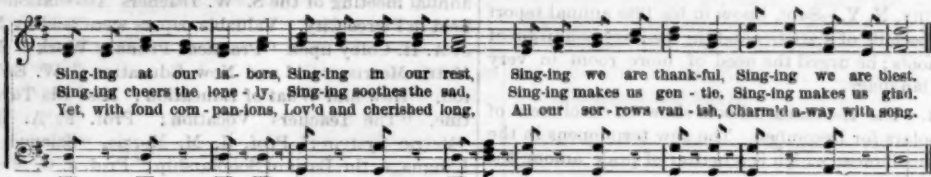
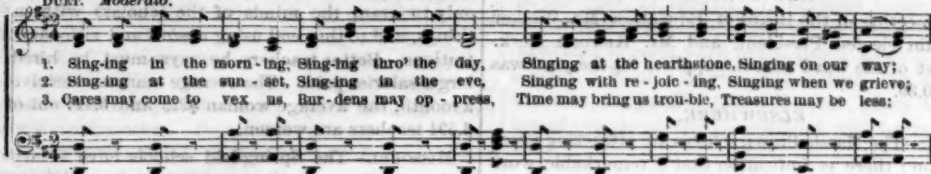
On December 17 the poet Whittier passed the seventy-fifth anniversary of his birth quietly at Hotel Winthrop, in Boston, where he is spending the winter in literary work.

MUSIC IS A BLESSING.

From the "Song Wave," by per. D. Appleton & Co.

H. S. P.

Duet. Moderato.



ROUND.—"Thou poor bird."



For the SCHOOL JOURNAL.

THE READING CLASS.

The true teacher will in all his work (1) arouse the activities of the pupil and (2) give him work to do. It requires no small amount of ingenuity to accomplish this, and the ingenuity spoken of is not a mechanical ingenuity, but the art of teaching; it requires a knowledge of the human mind—its mode of acting. To arouse activity of mind *questioning* is, of course, the best means to be employed. These questions may be put (1) by the teacher, (2) by the pupil. Some teachers object to have questions not in the text-book, but these are helpful if properly constructed.

As to questions by the teacher these should proceed step to step, going from the known to the unknown. Much is lost by not knowing the condition of the pupils, and much more is lost by proceeding in a hap-hazard way. The proper way to conceive of the matter is to imagine a lamp giving a certain amount of light, irradiating a circle of ten feet in diameter, if you please. This circle represents the amount of knowledge in the pupil's mind. You now turn up the lamp wick and a larger circle is illuminated. It is to be noted that the ring of light surrounding the former circle, constitutes a new and larger circle. New knowledge moving out slightly further to-day than yesterday on all sides imparts instruction in the proper way.

Hence, there is art in questioning. The questions must be directed so that they will embrace the entire individual; this may not be accomplished in one lesson; it may require several; it should, however, be the result of the whole work.

Then as to questions by the pupils. The pupil who studies to find a question to ask is really studying the subject. I have known pupils to make great efforts to find questions to propound to the class. They will seek the assistance of their friends and relatives to start up some inquiry.

The questions that are to be proposed to a reading class are of three kinds.

1. Those pertaining to the thought of the author.
2. Those pertaining to meaning of words.
3. Those pertaining to the expression of the thought.

TO A WATERFOWL.

1. Whither, midst falling dew,
2. While glow the heaven with the last steps of day
3. Far through their rosy depths, dost thou pursue
4. Thy solitary way?
5. Vainly the fowler's eye
6. Might mark thy distant flight to do thee wrong.

7. As, darkly painted on the crimson sky
8. Thy figure floats along,
9. Seek'st thou the plashy brink
10. Of weedy lake, or marge of river wide,
11. Or where the rocking billows rise and sink
12. On the chafed ocean-side?
13. There is a Power whose care
14. Teaches thy way along the pathless coast—
15. The desert and illimitable air—
16. Lone wandering but not lost.
17. All day thy wings have fanned,
18. At that far height, the cold thin atmosphere;
19. Yet stoop not, weary, to the welcome land,
20. Though the dark night is near.
21. And soon that toil shall end;
22. Soon shalt thou find a summer home and rest,
23. And scream among thy fellows: reeds shall bend
24. Soon o'er thy sheltered nest.
25. Thou'rt gone! the abyss of heaven
26. Hath swallowed up thy form; yet on my heart,
27. Deeply hath sunk the lesson thou hast given,
28. And shall not soon depart.
29. He who, from zone to zone,
30. Guides through the boundless sky thy certain flight,
31. In the long way that I must tread alone,
32. Will lead my steps aright.

—BRYANT.

QUESTIONS.

Meaning of title? Why directed to a fowl? Where is it? Why the term falling dew (1)? Does it fall? As to glow? What are heavens? What are last steps of day (2)? What is the figure? How can steps glow? Does it mean foot steps? Rosy (3)? depths? pursue? solitary? Which is the emphatic word? Why? Object of the author? Object of this first verse? What is the picture suggested? Vainly? Fowler (5)? Why speak of eye? What weapon is suggested? Mark? Wrong? painted? Why darkly? floats? Seek'st? Why apostrophe? plashy? what other word is better than brink (9)? Why use brink? Chafed? What kind of word is ocean-side?

To what are the three verses directed? Is not the connection closer between the first and third, than between the first and the second verses?

What is suggested at once to the poet (4)? Why capitalize Power? Why say "teaches" thy way? Why pathless? What coast? Why dash after second and third lines? desert? illimitable? Is wandering used in its usual sense?

Fanned? all day? cold? thin? Is "stoop" as accurate as "descend" (19)? Why weary? welcome? Why soon? summer home? why scream? what

fellows? reeds? bend? Lines 21—24 what are they taken together?

Why "gone"? abyss? swallowed? "heart" means what? what lesson? why not "depart"? How do we get lessons of this kind?

Zone (29)? Who is "He"? How guides? boundless? certain? why long (31)? How alone?

What is the lesson learned of the past? Mention any other incidents that teach the same lesson. Give quotations from other poets or authors. Are lessons of this kind valuable? Why so? Who was the author? When born? when did he die? Name of some of his principal poems? Why is this esteemed?

Emphatic word in first line? in third? in fifth? emphatic words in lines 9—12? in line 13? in line 16? in line 17? in 19? in 21? in 22? in 23? Why exclamation after *gone* in line 25? Emphatic word in 27? in 28? in 30? in 31? in 32? Sound of "a" and "o" in along? of "o" in long? Where pause in first line? second? etc., etc., etc.

These are but a part of the questions the teacher will ask. The pupils will ask others. It will perhaps be objected that this process will consume time and that the pupils will not "get through the book." If they become intelligent upon the reading, that is sufficient.

For the SCHOOL JOURNAL.

QUESTIONS.

Is lead a natural thing? is paper? molasses? coal? bone? wheat? flour? soap? cork?

What is wheat? corn (vegetations)? What is the horse? the fly, the child (Animals)? What is coal? soil? (Minerals) What class do these belong to: oranges, butter, eggs, woods, gold, ham, coal, cotton, silk, nuts, onions, girls, honey, horses, wasps?

There are many kinds of vegetation, some small, some large; large ones are trees, as maple trees; small ones are bushes, as rose bushes; still smaller are plants as geraniums.

Tell me these, apple, hollyhock, dandelion, daisy, cherry, currants.

Some animals have backbone. Tell me some (cat, dog). Has a fish a backbone? a snake? a cow? a bird? a man? Has a fly a backbone? has a crab? has an oyster? Animals like flies are called insects. What are these (backboned or insects) mouse? swan? clam? lobster? spider? snake? ox?

Some animals eat vegetable food only. Name one? (cow, horse). What kind do we eat? Those that eat flesh are called *flesh eaters*; those that eat vegetables are *vegetable eaters*.

What are these, child? cow? dog? cat?

NOTEWORTHY EVENTS.

Jan. 8.—The steamer City of Brussels, of the Inman line, was run down in St. George's Channel. Ten lives are probably lost with the vessel and her cargo.—The floods in Europe are reported as terrible. Relief societies are being rapidly organized both here and in other countries.

Jan. 9.—A new Spanish Cabinet has been formed.—The body of John Howard Payne is on its way from Tunis to America.—A new proposition for peace between Peru, Bolivia and Chili is talked of.

Jan. 10.—The Presidential Succession Bill was passed by the Senate.—Eight men were killed by an explosion in a colliery in Illinois.—The Spanish Cortes reassembled. Marshal Serrano has no place in the new ministry.—The Newhall House, one of the principal hotels of Milwaukee, Wis., burned to the ground. More than 100 lives lost, and many more were seriously injured.—Lot M. Morrill, the ex-United States Senator is dead.

Jan. 11.—The Senate passed the Fitz John Porter Bill to restore that officer to his former rank as colonel, and to place him upon the retired list of the army.

Jan. 12.—A plan for a commercial treaty between Mexico and the United States is before the Senate.

Jan. 13.—The value of crops in Ireland for 1882 is \$25,000,000 less than that of 1881.—Preparations for the World's Fair at Boston next year are now fully under way.

METEOR AT SEA.—The bark Gembok, from Auckland, reports that Oct. 9, at 4 p. m., during a south-west gale and thick snow squall, a ball of fire passed across the ship, injuring three seamen and breaking both gunwales, and ripping the planks from the stern of the starboard boat, and exploded about twenty yards from the ship with a loud report, sparks flying from it like rockets. There was no lightning or thunder at the time.

"RIGHT ABOUT FACE."

BY MARY D. BRINE.

"Now, right about face!" September cries.
 "Right about face, and march!" cries she;
 "You, Summer, have had *your* day, and now,
 In spite of your sorrowful, clouded brow,
 The children belong to *me*.

"Come, fall into line, you girls and boys,
 Tanned and sun-burned, merry and gay;
 Turn your backs to the woods and hills,
 The meadow ponds and the mountain rills,
 And march from them all away.

"Are you leath, I wonder, to say farewell
 To the summer days and the summer skies?
 Ah! the time flies fast, and vacation is done;
 You've finished your season of frolic and fun;
 Now turn your tardy eyes

"Toward your lessons and books, my dears.
 Why, where would our men and women be
 If the children forever with summer played?
 Come, right about face," September said,
 "And return to school with me."

—Harper's Young People.

TRY.—NO. III.

Good workmen are always wanted. No barber ever shaves so close but another barber will find something left. Nothing is so good but what it might be better; and he who sells the best wins the trade. "We are all going to the poor-house because of the invention of machines" some say; but instead of that, all these threshing, and reaping, and hay-making machines have helped to make those men better off who had sense enough to work them. "Times are bad," they say; yes, and if you go gaping about and let your wits go wool-gathering, times always will be bad.

Many don't get on because they have not the pluck to begin in right earnest. The first dollar laid by is the difficulty. The first blow is half the battle. Away with that beer-jug, up with the "Try" flag, and then to your work, and away to the savings-bank with your savings, and you will be a man yet. Poor men will always be poor if they think they must be. But there's a way up out of the lowest poverty if a man looks after it early, before he has a wife and a half a dozen children; after that he carries too much weight for racing, and most commonly he must be content if he finds bread for the hungry mouths and clothes for the little backs. Yet, some hens scratch all the better for having a great swarm of chicks. To young men the road up the hill may be hard, but at any rate it is open, and they who set stout heart against a stiff hill shall climb it yet. What was hard to bear will be sweet to remember. If young men would deny themselves, work hard, live hard, and save in their early days, they need not keep their noses to the grindstone all their lives, as many do. Let them be teetotalers for economy's sake; water is the strongest drink, it drives mills. It's the drink of lions and horses, and Samson never drank anything else. The beer money would soon build a house.—SPURGEON.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

BAD temper is its own scourge. Few things are bitterer than to feel bitter.

ONE makes a very foolish use of reason when one employs it on those who have none.

IT is more manly to fail in a hundred enterprises than to sit still and grumble at those who are trying.

MANY a small man is never done talking about the sacrifices he makes, but he is a great man indeed who can sacrifice everything and say nothing.

HELP others and you relieve yourself. Go out and drive the cloud away from that distressed friend's brow, and you will return with a lighter heart.

THERE is a secret pleasure in hearing ourselves praised; but, on such occasions, a worthy mind will rather resolve to merit the praise than be puffed up with it.

EDUCATIONAL NOTES

NEW YORK CITY.

At a meeting of the Board of Education Mr. Walker was again elected President, and Mr. Kiernan clerk. The cost of the ward school supplies for the year was \$124,820.39.

ELSEWHERE.

IOWA.—The Marshalltown schools are attracting much attention; there is indication that a remarkable work will be inaugurated here.

AUBURN, N. Y.—Supt. Snow in his 12th annual report spoke specially of statistics and the sanitary condition of the schools; he urged the need of more room in very strong language.

MICH.—The Escanaba schools show an enrollment of 547 scholars for December. The new term opens in the new schoolhouse, which is a matter of pride among the citizens.

GLEN COVE, N. Y.—Prof. Ross, principal of the public school, tendered his resignation. He has not met with the success there that was expected. Mr. E. S. Wilson of Bridgeport, Conn., succeeds him.

KENTUCKY.—Berea college has adopted the little work "Good Behavior" as a reader for the primary classes under its instruction. [We lately referred to this volume; it is an excellent one we think, and calculated to do much good.—ED.]

HAMILTON COLLEGE.—Dr. Crosby has written a letter urging Presbyterian churches to take up large collections on the last Sunday of January for the Hamilton College endowment. He says that this college ought not to be without its \$500,000 another year.

LOUISIANA.—It is said in Washington that the Hon. Randall L. Gibson, U. S. Senator-elect from Louisiana, will resign that position to become president of the educational institution in New Orleans which has been endowed by Mr. Paul Tulane of Princeton, N. J.

VIRGINIA.—The Highland Co. Institute suffered at its last meeting from a lack of interest among the teachers. Resolutions were passed that the County Supt. be earnestly requested to enforce the penalty of the law upon all who needlessly stay away. The next meeting will be held Feb. 9 and 10 at Back Creek.

KANSAS.—The twenty-third session of the Kansas State Teachers' Association was held at Topeka on Dec. 26th, 27th, 28th, with upwards of 400 teachers in attendance. The address by Pres. Fairchild was on "From childhood to manhood." Never in the history of Kansas was there such an array of teachers in session at one place. J. P.

WEST VIRGINIA.—The Elk district teachers' institute met at Romine's Mills, Nov. 25th. "Winds and ocean currents," "Composition and analysis," "Spelling," "Fractions," "Penmanship," "Power," were among the subjects. [We don't like that program. If it had discussed practical teaching, and other than knowledge of the subjects, it would have been more profitable.—ED.]

MISSOURI has, next to Indiana, the largest amount of permanent funds devoted to school purposes in the Union. They aggregate \$9,471,696, not including the annual apportionment of State revenue. The State has a school population of 741,682, and of this number 488,000 are enrolled in the public schools. There are 8,822 schools in operation, conducted by 10,607 teachers, and last year \$2,467,788 were expended upon these schools.

In Wheeling the Peabody teachers' institute was held Dec. 20, 21, 22, 23. F. W. Parker of Boston was expected. His excuse for his absence was the Scriptural one, "I have married me a wife." We would have been highly pleased to look at the new wife. The instructors were Prof. Patterson—Natural science—and Prof. Peaslee—Literature—Whittier—of Cincinnati, and Dr. Miller—Oxygen—Waynesburg, Pa. About 150 teachers were in attendance.

PENNSYLVANIA.—The Washington county teachers' institute was held Dec. 25th, 26th, 27th, 28th. The instructors were Prof. John Kennedy, New York, T. C. Mendenhall, Ph.D., of Ohio, and Deputy State Supt. Henry Houck. A number of the teachers read papers, which were discussed. About three hundred teachers were enrolled. The meeting was one of the most enthusiastic ones ever held in the county. Co. Supt. Geo. A. Spindler, though a very young man, made it a grand success. Our teachers are seeing the necessity of and grasping after higher attainments. P. H. C.

NEW HAMPSHIRE.—Supt. J. W. Patterson, in his annual report as superintendent of public institutions, severely criticises New Hampshire's educational methods.

The schools, which have fallen off in attendance and decreased in number, no longer perform their work thoroughly. The teachers are incompetent, often seeking only to cram the minds of the scholars with useless things, and to that end using absurd and visionary illustrations. Better teachers, he says, must be hired and larger salaries paid. The average man now receives \$36 a month, the average woman \$23, and 3,117 out of the 8,504 teachers are women.

MISSOURI.—The Springfield schools have a large enrollment. They are in a state of great activity.—The annual meeting of the S. W. Teachers' Association was held in Pierce City. Valuable papers were read by Mrs. J. A. H. Colby upon "Practical Primary Work;" Miss Mattie Morris, "Old and New Education;" W. E. Tipton, "How and What of Education;" Miss Ida Turrentine, "The Teachers' Vocation;" Prof. F. A. Hall, "Metric System;" Prof. J. M. Morris, "Science, Not Language, the Basis of Scholarship;" Prof. J. C. Mason, "Popular Education an Important Factor in our Civilization;" and by Supt. Underwood upon "Mistakes in School Management."

COLORADO.—The annual meeting of the State Teachers' Association was held at Pueblo. During the session papers were read on "Moral Training in Education," by Miss Ada E. Bucklin; "The Teacher's Mission and the Duty of Parents," by Prof. H. B. Coe; "The Necessity of a High School Course in Our Village Schools," by Prof. O. J. Bates; "The Pupil's Fund of General Information," by Prof. E. C. Stevens; "The Teacher's Preparation," by Miss L. K. Noyes; "Technical Education," by Pres. A. E. Hall; "Discipline," by Charles V. Parker; and Prof. M. D. L. Buell of West Las Animas, read a paper upon "Dangers Within the Profession of Teaching."

PHILADELPHIA.—Stephen Girard died fifty-two years ago and left two million dollars to found a college for orphan boys; his bequest has been so carefully and successfully managed as to be worth in half a century over twenty millions, and every year shows a large addition to its residuary fund. Its income in 1880 amounted to \$1,023,807.91. The college now contains 1,110 pupils, and there are 432 candidates for admission. The new president of Girard College, Prof. Fetterolf, is a native of Pennsylvania and forty-eight years of age. He was professor of English literature and mathematics in the Freeland Seminary, then principal in 1867 for five years. He then became principal of the Andalusia Seminary in Bucks county and remained there until he was chosen two years ago vice-president of Girard College, as successor to Henry W. Airey.

PENN.—The Centre Co. Institute held at Bellefonte the last week in December was a very interesting and well attended one. The papers were varied and profitable, and read and discussed by able teachers.—The Cambria Co. Institute was held at Ebensburg the third week in December. The instructors were Prof. Leonard, H. Durling of Indiana, Miss Lelia E. Patridge of Phila., Prof. John S. McKay of Pa., Mrs. McKay of the Indiana [Pa.] Model School, and Prof. J. V. Montgomery of Millersville.—At the Snyder Co. Institute, held the last week in December, all the teachers of the county were present but four. Many distinguished educators took part: Prof. G. E. Little of Washington, D.C. Papers were read by Prof. Wm. Netting, Prof. Twitmyer, P. M. Treats, Col. G. F. McFarland, and Mrs. Wolverton.—The recent Clarion Co. Institute is reported as one of the most pleasant and beneficial ever held. The instructors were Supts. Carroll, Prather, McQuown, Dickson, and Col. L. F. Copeland.

IOWA.—In this State the county superintendent is required by law to hold an annual normal institute and appropriate \$50 towards its expenses. Each teacher is charged a registration fee of \$1; every applicant for a certificate pays \$1. These form the "institute fund." The townships are changing to the "independent" system; in this case the school districts are independent of each other; if the population is over 500 the school board has six members; if less, three members. In the dependent form the townships are divided into sub-districts—the school officer of which is called a sub-director—all the sub-directors form a board—called "district township board"—who do business for the township as though it were a single district with several sub-divisions.

Supt. Traxler in his report says: "A lively judgment should be exercised in licensing and employing teachers. This is the great problem for us in the future. A demand comes for better teachers from every school board in the county. In an effort to meet this demand I have not issued a third class certificate this year, and shall not in the future. I have also raised the requirement for re-

ceiving a second class. What shall be done next I am not yet prepared to say, but so long as school boards and others competent to judge approve, I shall continue to demand better qualifications on the part of teachers. The way for teachers to get better pay is by doing better work. I have not yet met a school board that was not willing to pay good wages for good work." He adds: "Secure a good teacher for your summer school as well as any other. Do not hire a teacher to experiment on your scholars in the summer because it is a short term. A knowledge of the teacher's work is the safest guide, but where this cannot be had, only the most trustworthy information should be relied on. Let us begin to show no quarter to those who have taught and only half succeeded, and to those who desire to teach without first making some special preparation for their work; we cannot afford to have the children experimented on if any amount of effort will enable us to find those who are competent."

FOREIGN.

FRANCE.—A bill granting assistance to the public schools has been passed by the government.

ENGLAND.—Girton College, the girls' college at Cambridge University is to be enlarged. Admission is asked for more than can be accommodated.

LETTERS.

So many practical suggestions are constantly made by the Editor and by successful teachers, that I am emboldened to present my case and see if anyone can help me to a solution of my difficulties. I have taught a primary grade in one of the public schools of a city near New York several years, and have retained the position solely because of its permanency, (it being absolutely necessary that I should avoid the uncertainties of changing from one school to another,) but with increasing dissatisfaction. This arises from the fact that I am doing only what I see others of very ordinary intellectual ability and no culture do with apparent success, while I feel confident of my ability to do something, if not greater in amount, at least better in quality. Our department is presided over by a lady principal, who is subordinate to the gentleman at the head of the school. This lady visits the classroom occasionally to inquire after truants and some matters of discipline, and once in each half year she makes the round of the classes to examine them. She makes no suggestions as to methods or matter, and never sits in a class room to hear the teacher give a lesson. The principal of the school examines each class before promotion; inquires if we conform to the requirements of the grade-book as to number of recitations, etc., and then betakes himself to the upper regions, to be seen no more except when he conducts visitors through the department, or when some other matter obliges him to make us a call. New methods are unknown in the school, and children of from seven to ten years must be taught to define Addition, Subtraction, etc., to raise their voices at commas, and let them fall at periods, regardless of what the natural inflection would be, etc. Now can a teacher be progressive under these circumstances? I sigh for an opportunity to teach in a way which would be at once more interesting and more beneficial to pupil and teacher, but at present I seem obliged to teach what is required by the examinations, and the routine prescribed for me by the Board of Education leaves no time for lessons about the many things which ought to be brought to the children's notice.

M. M. M.

ANSWERS TO QUESTIONS 1, 2 AND 3 IN SCHOOL JOURNAL OF DEC. 16, 1882.

Masons in computing the contents of walls, measure the outside from corner to corner, and do not measure the inside at all as a basis of calculation. They are paid for more wall than they really lay, on account of the extra labor in building the corners.

(1.) The wall would be 23 feet on each of the four sides = 92 in length \times 8 feet in height and $1\frac{1}{2}$ in thickness, gives 1104 cubic feet, which \div $24\frac{1}{2}$ cubic feet in a perch, gives $44\frac{1}{2}$ perches in the wall.

(2.) The carpet that is 6 yards long and 5 yards wide contains 30 square yards. To line it with cloth $\frac{1}{2}$ of a yard wide would require 30 divided by

$\frac{1}{2}$ = 40 yards if there was no shrinkage, but it shrinks 4 per cent. in length, and leaves $1.00 - .4 = .96$ per cent. in length. It shrinks 5 per cent. in width and leaves $1.00 - .05 = .95$ in width, $.95 \times .96 = .9120$ that in each yard of the lining after shrinkage is only .9120 of a yard. The surface (40 yds.) \div by the area one yard (.9120) will cover, gives the number of yards of the lining that will be required = 43 $\frac{1}{2}$.

(3.) The fees received are 6 per cent. of the receipts (\$30,456.50) = \$1,827.39. After the losses are paid, there is a remainder of \$30,456.50 - \$19,814.15 = \$10,642.35 upon which he received an additional 4 per cent which = \$4,256.94, which \times the 6 per cent. commission = \$22,530.83.

Miss Yendes says she teaches her pupils to reduce to a common denominator, etc. That method fully establishes the principle that the dividend and divisor must be of the same denomination. I do not think it is the best way of teaching Division of Fractions. Is it not better to show a process concretely—and from that process develop an abstract principle? For example: if one yard of muslin cost $\frac{1}{4}$ of a dollar, how many yards can be bought for $\frac{1}{2}$ of a dollar? I say, suppose I had a dollar to spend, $\frac{1}{4}$ is contained in \$1, $4\frac{1}{2}$ times, or $4\frac{1}{2}$ yards can be bought for \$1, $4\frac{1}{2} = \frac{9}{2}$ yards and for $\frac{1}{2}$ there can be bought $\frac{1}{2}$ of $\frac{9}{2} = 4\frac{1}{2}$ yards. By many examples like these my pupils learn that in all problems where fractions enter into our calculations reference must be had to, and comparisons made with a unit. In this case they say "for a dollar I get $\frac{9}{2}$ yards—multiply that by $\frac{1}{2}$ to find how much that will buy." The divisor is inverted to show the number of times the divisor is contained in a unit.

THOMAS J. HUDSON.

I am well pleased with the INSTITUTE. I find in it many things to aid me, as well as some things over which I have interesting debates; your paper being in the affirmative, myself in the negative. Education in New York, if the tone of your paper is indicative of its character, is fast becoming True Education. Kansas hopes to be, someday, her rival, but has years of patient work yet to do before she can say "my schools are the best." May you have a new year of prosperity and advancement.

AUGUSTA PIERCE.

(We do not think the education of this State or City to be in a healthy condition, because the practice of employing untrained teachers is in full blast; it is the death blow to progress.—Ed.)

We had a discussion over the sentence "I should like to have gone." It seemed to me to be correct. I mean, I now should like it if I had gone, and that is what I say. But the company was about equally divided and all were teachers.

R.

(The proper form is "I should have liked to go." The expression "I intended to have done it" is often met with, but it is incorrect for the same reason. The perfect infinitive cannot be used with verbs of hoping, wishing, desiring, etc. We can say "I wish I had done," but not "I wish to have done."—Ed.)

The SCHOOL JOURNAL is the most practical of the many educational papers I have read during the past years. I want to hear of more good ways used by teachers to prevent tardiness. I wish you would publish some simple instructive stories, suitable for children to read during their second year of school work, and then reproduce as compositions. It is difficult for me to find anything simple enough, and at the same time instructive.

CAMP.

(Let our readers consider these requests.—Ed.)

Is the text-book law which was passed in 1877 a dead letter now that the five years of limitation have expired, or does it repeat itself for another five years, and so on indefinitely?

A. M. B.

(It goes right on.—Ed.)

I was rather startled by the palpable hit you gave the *Journal of Education*. There is one sentence, however, that may give a wrong impression. I believe Col. Parker is a Harvard graduate. S.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

WHAT ARE YOU DOING?

In replying to a letter from a to a subscriber the editor asked, "What are you doing?" He replied as follows:

"What are we doing?"—Working hard—for it is needed; school attendance now averages 75% of enrollment; 170 cases of tardiness in an enrollment of 313, that means 2,766 minutes of valuable time lost. The people now don't care—don't seem to think of it, but I am determined they shall. I am using every means to raise the public spirit and the average attendance, for both are together. I put notes in the public press—I have teachers' meetings every week—I have reports daily from every room, and read reports to different rooms at end of week. I am determined to bring up these schools to the point our progress in civilization demands or else give up. But I can't do that.

My predecessor seemed to think these points of no consequence whatever, and commenced school when he got ready and quit on the same plan. The assistant teachers were discouraged; there was no unity of purpose, in fact they were pulling against each other. These assistants are good practical teachers and deserve the best kind of support, and they shall have it. I am using every means I can command.

INDUSTRIAL EDUCATION A NECESSITY.

Dr. Richardson, delivering a lecture on "Natural Necessities as Basis of Natural Education," before the Society of Arts, London, said:

"In one large establishment, containing about six hundred children, half girls and half boys, the means of industrial occupation were gained for the girls before any were obtained for the boys. The girls were therefore put upon half time tuition; that is to say, their time to book instruction was reduced from thirty-six hours to eighteen per week, given on the three alternate days of their industrial occupation, the boys remaining at full school time of thirty-six hours per week, the teaching being the same, on the same system, and by the same teachers, the same school attendance in weeks and years in both cases. On the periodical examination of the school, surprise was expressed by the inspectors at finding how much more alert, mentally, the girls were than the boys, and in advance in book attainments. Subsequently industrial occupation was found for the boys, when their time of book instruction was reduced from thirty-six hours a week to eighteen; and after a while, the boys were proved, upon examination, to have obtained their previous relative position, which was in advance of the girls."

WHITE WRITING BOARDS.

Dr. Hermann Cohn, of Breslau, the oculist says: "It had been supposed that white letters on a dark ground could be read at a greater distance than black letters on a white ground, on account of irradiation. Experiments with the letters E and B led to the following relative degrees of legibility: Black on white, 496; white on black, 421; gray on black, 330. So that the hygiene of the eye demands the removal of the slate and pencil from the school, and the substitution of pen and ink for it. The realization of this demand will lessen the danger of near-sightedness, which grows more and more threatening with each new generation."

Very recently an improvement in the manufacture of writing tables has been made which brings about a result satisfactory to both parties. This is the use of a white artificial stone for the ordinary slate. A specially constructed lead pencil makes black marks on this white surface which are easily washed off with a sponge without leaving any impression of the marks. Experiments with letters of equal size written on this stone and on slate show that the former could be read at a distance of six and the latter five meters. Further experiments with 100 scholars brought out the ratio of legibility

at 100 to 116, or about 7 to 8 in favor of the white stone. Consequently, writing which can easily be read upon the white stone at thirty centimeters would have to be brought to a distance of twenty-six centimeters if written upon the slate. In such cases every centimeter, more or less of distance from the eye, has its effect upon the prevention of myopia among young beginners. These white stone writing-slates have the additional advantage of being free from the objectionable glistening luster of the old slates. It is to be hoped that the inventor of this stone will soon supplant blackboards with suitable plates of the same material.

1882.

The events of the year 1882, do not give it an extraordinary place in the world's history. It has not been a time of great movements, or of sudden upward strides in progress; rather one of comparative peace, steady growth and prosperity.

Among the most prominent names of those who have left earth we find the names of Henry Longfellow, poet, (died March 24,) Dante Gabriel Rossetti, poet, (April 11,) Charles Darwin, scientist, (April 20,) Ralph Waldo Emerson, essayist, (April 27,) General Giuseppe Garibaldi, the Liberator of Italy, (June 2,) Russian General Skobelev, (July 6,) Prof. Henry Draper, (Nov. 20,) Thurlow Weed, the politician and journalist, (Nov. 22,) Archbishop Tait, of Canterbury, Primate of the English Church, (Dec. 3,) Leon Gambetta, (Dec. 30.)

Among the important events in the United States are the hanging of Charles J. Guiteau; meeting of Congress in honor of the late President Garfield, and eulogy by James G. Blaine; the prosecution of the Star Route cases, and the passing of the River and Harbor bill, and the Chinese Immigration bill over the President's vetoes; the general elections held in November, which resulted in a "wave" of Democratic victories; the revision of the tariff and the investigation of the cruise of the Jeannette. During the year we have had some noted foreigners come to our shores, among whom are Herbert Spencer, the English philosopher and author; Miss Emily Faithful, celebrated English philanthropist, and Mrs. Langtry, professional beauty.

Among the serious accidents of the world there stand prominent, the great fire at Haverill, Mass., loss \$2,000,000; loss of Captain DeLong and his party of the Arctic explorers; disastrous tornadoes in the West; scourge of yellow fever in Florida and Texas; heavy floods in the Rhine and Danube valleys of Europe.

Among the important affairs of other nations are: The anarchy in Egypt, reported in May, followed by the bombardment of Alexandria, by the British gunboats in July and a short war, and the banishment of Arabi. Troubles in Ireland have been very serious; the Land League has been broken up and the prospect is quiet. Mr. Stanley and M. DeBrazza have pushed further explorations and established colonies in the heart of Africa.

COLLEGE ERRORS.

My position in regard to the Latin and Greek languages in the college curriculum is this: That, as the college course is intended for general knowledge and mental training in acquiring this, all special studies being deferred to a post-collegiate application, the Latin and Greek should no more be pursued for the mastery of those languages than mathematics and the sciences for their mastery. The study of prosody in its details has always seemed to me a great waste of valuable time, and tends, moreover, to divert the mind from all the literary beauties of the Greek and Latin poets. So of what avail is the learning of all the exceptional cases wherein general rules of grammar are set aside, unless the student is on a specialist's course, to make a classical teacher or commentator? Why should the student be drilled in proparoxytones and proterispomena on one hand, and in logaodic dactylic duplex dupliciter trochaic acatalectics on the other? Is not such learning about as useful and healthy as counting the sands

on the sea shore? In place of all this microscopic Latin and Greek, I would have the college course (all the principles of grammar and the commoner words of the vocabulary having been acquired in school) to consist of a rapid survey of the literature which makes the two languages so valuable, so that the student may understand the spirit of the language rather than its letter. A tragedy of Sophocles in this way, instead of consuming the time of a whole term, would be dispatched in a week.

I would have this same principle observed with all the other studies. There is a very large field of natural science now open to the world's examination, and the cultured mind should have a general knowledge of its various departments. The college should not be expected to make a man a geologist, or botanist; but it should give him the leading facts regarding geology and botany. He should have a like knowledge of chemistry, mineralogy, zoology, physiology, astronomy, meteorology, physical geography, and physics. These sciences have been so wonderfully developed in the last thirty years that no course of study which was good thirty years ago can be good now. Ample room for the elements of these sciences should be given in every college curriculum. To these material sciences we have to add the still higher studies of philology (comparative), ethnology, anthropology, political economy, logic, psychology, and ontology, into each of which the college student should have an introduction, so that he may appreciate the subjects and be ready to pursue any one of them in the future, if necessary or expedient. The familiar use of algebra and geometry (including trigonometry) will be enough introduction into the mathematical field, the higher mathematics being left to specialists. Last of all, but most important of all, is the thorough understanding and facile use of the vernacular language, the power of graceful and correct expression, by which not only are others edified, but one's own knowledge is clarified and defined. This, of course, involves a study of English literature and a careful exercise both of the tongue and pen. What, then, I advocate, is the avoidance of a specialistic course in any department of college instruction, except that of the English speech, in which every student should be a specialist.—CHANCELLOR CROSBY, in *Independent*.

HAVING attempted to ascertain the sentiment of the teachers and school officials as to the person most suitable in all respects for the office of State Supt. of Schools, we find that Andrew J. McMillan meets with entire favor. The following from the *Albany Evening Journal*, a Republican paper, is a fair sample of the way in which his name is received. "Although the selection is in one sense a purely Democratic matter, in another and wide sense it is the concern of the whole people, and as such it is right to treat. It is perhaps possible to find more distinguished scholars and showier pedagogues among the educators of the State than Mr. McMillan, but in the homelier qualities which go to make up the successful executive of a great department we know of few more richly endowed. Mr. McMillan is active, earnest, and in love with his work. He is a man who has no isms, no prejudices and no suggestion of bad temper—and his rule of conduct is always a parallel with the lines of common sense. He is a Democrat, but no man in Utica would ever know it by any official action in his fifteen years of school control there. The Legislature could hardly contribute more to a business-like and intelligent administration of our public-school affairs, from the little district up to the big normal, than by electing Professor McMillan to the Superintendency. There are others suggested. The names of Prof. A. H. Dundon, of this city, Edward Danforth, of Elmira, John B. Reily, of Plattsburg, Henry K. Clapp, of Geneva, are mentioned, but while these are all able men, our judgment is that Mr. McMillan will be the most valuable for the place. Now, friends, if you deem this a good nomination be up and moving. There are plenty of men who know nothing at all about schools and don't care a fig for teachers who are

pulling wires to go in in order to get the \$5,000 per year. See the member of Assembly near you, or if he has gone to Albany write to him in behalf of Mr. McMillan. Have something to do about this.

SCIENTIFIC ITEMS.

A zone of country in Hungary is remarkably affected by meteorites. Of the eight known meteoric falls recorded during the twenty-five years up to 1877 six occurred in this region. (Why?)

Some kinds of caterpillars may be frozen in their winter shelters so that they may be broken like sticks; yet they are not injured by the freezing.

The smallest insects are proportionally the strongest of all animal life. It was found that a horse can pull six-sevenths of its weight, a cockchafer fourteen times its weight, and a bee twenty times its weight.

Two scientists in Geneva, Messrs Defour and Farrel, have called attention to the fact that the images of steamers and surrounding mountains, when reflected on the surface of the immense lake, invariably appear in a diminished size. Hence they conclude that the surface of the lake must be bent in a convex shape, otherwise it would not produce the same results as a Japanese diminishing mirror or a convex lens. Of course, this observation is not confined to the lake of Geneva, but must be true of all great water surfaces which are sufficiently still and placid to serve as mirrors. The diminution of the reflected objects is so slight that it would naturally escape the notice of the greater number of observers.

Nordenskiöld says that the aurora is a permanent phenomenon in polar regions, appearing constantly when the sun is below the horizon and the moon is invisible.

Prof. Ponfick, of Breslau, says all common mushrooms are poisonous. Washing and boiling deprive them of their poisonous qualities in a greater or less degree. Dried mushrooms require at least a month of drying, and are not really safe until after four months.

A natural intermittent spring has recently formed in the French Alps. The water appears at regular intervals of five and seven minutes, about ten quarts being yielded each time. A singular circumstance is that one flow of water is lukewarm and colorless, while the next discharge is cold and wine-red.

Prof. Young says that the comet of 1880 was a return of that of 1843. Too little is known of the comet of 1868 to form a basis of a theory as to what one it is, but he is quite certain, however, that the comets of 1880 and 1882 are not the same. He thinks it more likely that they are twins, moving in nearly identical orbits, with perhaps a common origin in some ancient disruption, like that which divided Beila's comet in 1846.

NEW YORK CITY.

SYMPHONY SOCIETY.—At the third concert, Saturday evening, at the Academy of Music, Madame Albani sang an oratorio air, "With verdure clad," from the *Creation*, Bellini's "Casta Diva," and a song by Rubinstein. As this was the only time for the present that Madame Albani would appear before a New York audience, the attendance was large and the people enthusiastic. Schumann's D minor symphony, the prelude to Wagner's "Die Meistersinger," and Schubert's "Trauer-marsch" were the orchestral selections, which were well rendered, as usual, under Dr. Damrosch's conductorship.

POPULAR MATINEE.—The second matinee at Steinway Hall took place Wednesday afternoon, Jan. 10th. There was a large audience present notwithstanding the severe snowstorm. The program opened with Mendelssohn's beautiful overture, "Fingal's Cave." Mrs. Helen M. Ames sang two songs, one from Handel and the other Liszt's "Die Loveley," in which she was most successful. Mr. Edmund Neupert, the Norwegian pianist—claimed on the continent to be Rubinstein's rival—and Mr. John F. Rhodes, a skillful young violinist, appeared for the first time in New York. The orchestra performed Beethoven's symphony in C and ballet music by Delibes, completing a very attractive program. The third matinee occurs Jan. 18th at two o'clock, with the following soloists: Madame Gabriella Boema, soprano; Mr. Sam Franko, violinist; Miss Adele Margulies, pianiste; Miss Marion Espa, soprano. The fourth matinee, next Thursday, with Mr. Max Heinrich, baritone; Miss Jessie Pinney, pianiste, and Mrs. Emily P. Dodge, soprano.

FOR THE SCHOLARS.

SOME EVENING GAMES.

PARALLELS.

Any number can join in this game. Some one begins by telling a true or made-up story which shows the meaning of some proverb that the narrator has in mind, without saying the words. The person who guesses this proverb has to tell another story upon some different proverb, which, in turn, has to be guessed.

When played by a large company, it is well to divide into two equal sides, arranged opposite each other in two lines. In this case the first player at one end begins to tell the stories, which must be guessed only by the other side. The one who guesses must next tell a story to be in turn guessed only by the first side. Before beginning to play, the sides choose a time-keeper, who decides the duration of each contest (comprising any number of parallels), which should last about a half hour, (the exact time to be decided upon by the company present). The time keepers should have watches in hand, and call out "stop" the instant the time has expired. That side is the winner, which has the unguessed story at that moment. This keeps all the players on the alert, as each one is eager to guess while inventing his own story, so that there may be no delay if he succeeds.

The effort to do two things at once is good for the mental powers, and is often very amusing when the players become nervous and confused. The best stories are those that suggest several proverbs, and so may be guessed incorrectly at first, which gives the other side more time.

PROVERBS IN ACTION

is another proverb game, which may be played upon the spur of the moment, or be quite carefully prepared. Below is a specimens from which the reader can gain ideas enough to enable him to choose the proverbs and arrange the action for himself.

"A Rolling Stone Gathers no Moss." (In Two Scenes.)

1. A cottage interior, represented by any room, with wash-tub, churn, spinning-wheel or any articles of domestic use placed around. The old dame sits in a high-backed chair, and seems intent on convincing her family of the importance of keeping busily employed at home. Each one of her daughters is at work at some domestic labor. Her son enters, dressed in a walking costume, with a plaid shawl over his arm and a bundle in his hand. "Now, my dear boy," says the old lady, "I hope you will think better of your foolish plan of going out to service, and be content to help your father carry on his farm, which will be yours some day if you attend to it well." "But, mother," says the boy, "I want to see the world." "The world is a poor place, my dear boy, and full of trouble." "Never mind, mother, you will rejoice to see me back again, when I have made my fortune." "Fortune will come to you, my boy, if you work hard at home." "I hate farm-work, mother, and have made up my mind to go. So good-bye, all." The son gayly marches off, and the mother follows him to the door and looks earnestly after him, waves her handkerchief a few times, then totters to her chair and cries bitterly. The girls all cry in concert, but afterward dry their eyes and continue busily at work until the curtain falls.

2. The same room, with much better furniture and adornments. The old lady and her daughters in evening dress, are engaged with fancy-work and books, and one young lady plays a cheerful tune on the piano. The door opens and a gust of snow is blown into the room (by means of a pair of bellows and a large quantity of very small scraps of writing-paper), a terrific wind howls (by means of blowing into a glass bottle), and the son enters, with rags and tatters hanging from his clothes. His cheeks are chalked at the sides, so that he looks much emaciated, and he holds out his right hand, as asking alms, as he leans heavily on a rough cane with his left. No one recognizes him at first, until he says, "Don't you know me, mother? I have come home in destitution." The mother rushes into his arms, and the girls welcome him eagerly. One runs out for provisions, another spreads the table, and all try to show their welcome and sympathy. He sits at the table and eats ravenously, and then says, "Oh, mother, it is a blessed thing to have a home to go to, and I have learned the lesson that steady labor is better than a wandering life."

SPOONS.

This is a funny new game from Germany and is played as follows: One person takes his stand in the center of the room, with a handkerchief tied over his eyes and his hands extended before him in each of which he holds a large table-spoon. The other players march

around him in single file, clapping their hands in time to a tune which may be sung or played upon a piano in any slow measure suitable for marching. When the blinded player calls out "Spoons," all the others stop at once and turn their faces toward him. He then finds his way to any player that he can, and must ascertain who he is by touching him with the spoons only, which he may use as he pleases. If he guesses right, the person he has caught is obliged to take his place in the center. If he is wrong, he must try until he succeeds, which it is easy to do with a little practice, especially if the one who is caught joins in the universal laughter.

WHAT A BOY AND A BROOM DID.

Ben Starkey's mother was dead, and his father was in prison. He had no home, and his friends were boys like himself. When the weather was fine he used to carry parcels and run errands, and sometimes beg, but he would not steal. When winter came, he did not know how to get enough to eat. But one day a kind man gave him a new broom, and told him to use it well, and he would soon be able to sweep his way through the world.

He swept the snow from many a doorstep, and the mud from many a crossing with his new broom. He did his work quickly and well, and money began to find its way into his pocket, so that he was able to buy enough to eat. But the wind blew through his rags, and the rain and snow made him very cold, yet he worked on, and hoped for better days.

One day, when his new broom was nearly worn out and he had saved a few shillings, a friend said he would lend him a barrow. So Ben took the barrow, and began selling potatoes, spinach and peas, from house to house. He shouted all day long in the streets, and called at every house, and thus sold his load. Money came faster now, and he saved what he could, and put it in the bank. He bought better clothes, and soon had a good home. When he had saved money enough to buy a donkey and cart of his own, he did a great deal more work, and made more money.

So Ben worked hard, and denied himself, and took care of his money till he became a man. He learned to read and write, and became so clever that no one would have known how poor he had been if he had not told them. But he was never ashamed of his early days. He is now a rich man, with money in the bank and a shop of his own, but better than that he helps many poor boys and girls to start in life, and is always willing to help those who will help themselves.

He says to all poor children: "My first start in life was a new broom, with a pair of willing hands to use it well. I rose from broom to barrow, and from the barrow to the bank. Willing hands, clear heads, and brave hearts may always rise in the world if they will."

But he gives more than kind words and good advice. He helps the poor by finding them work and teaching them trades, and thus they get a fair start in life. There are many who have heard him tell the story of his new broom, and who have gone away with brave hearts to work their own way through life.

STORY OF A DOG.

A gentleman in Manchester once owned a very clever dog. It was a black spaniel, and its master loved it so much that he would not sell it. He would hide money under a stone, or in the earth, and send the dog back several miles to fetch it. He would point out a duck on a pond, or wild birds on a river, and the dog would bring them home when his master asked for them.

One day a stranger caught the dog, took it into a canal boat, tied it fast, and carried it to London. He sold it to a gentleman there, and he returned with his boat to Manchester. The dog soon ran away from London, walked to Manchester, which is a great distance. He reached his old home one cold, wet night in winter. He was thin, lame, and tired, but his old master was glad to see him.

Some days after, he went with his old master to an inn in the neighborhood. A sturdy, surly-looking man stood at the bar as they went in. The dog flew at the stranger's throat, and tore his waistcoat and would have killed him if his master had not saved him. This was the thief who had stolen the dog and carried it to London.

HORSFORD'S ACID PHOSPHATE

IN ABUSE OF ALCOHOL.

Dr. John P. Wheeler, Hudson, N. Y., says: "I have given it with present decided benefit in a case of inunction of the brain, from abuse of alcohol."

A PRETTY ROOM.

A young working girl of Hartford, by exercising her own good taste and putting every spare penny where it would do the most good, has made herself a charming room at comparatively small expense, and quite an aesthetic one too.

The floor, painted by her own hands, is a dark walnut shade, partly covered by a large rug made of cheap ingrain carpet in a small pattern of cream and olive, bordered up a broad band of plain olive felt. The inexpensive wall paper is plain olive, flecked with pink, finished by a narrow olive frieze, terminating at the corners with a cluster of four tiny pink fans. One window facing a dingy brick wall, she has painted in bright water-colors, following a pretty traced pattern, which makes an effective appearance of stained glass. The other window is draped gracefully with long, full folds of sprigged muslin, hanging by rings on a plain pine roll. This is to be replaced in winter with a heavier curtain of olive cotton.

The furniture is of light wood, and a lamp with a rosy transparency standing on a 5 o'clock tea table of unvarnished wood, throws a soft light over the room. There are also books upon pine shelves, a couple of second-hand easy chairs and a small dry goods box for shoes, covered by her own hands with pink and olive cretonne. A large clothes-horse, on which she pasted the story of Cinderella in Walter Crane's pictures over olive paper, shuts off the washstand and bedstead from view. The toilet accessories, set off with sprigged muslin over a pink lining, are a pink and white washbowl, and a large pitcher of the quaint shape that comes now in the cheaper grades of china. A second-hand wardrobe, draped with a portiere of olive Canton flannel, contains the un-aesthetic dust-pan, brooms, and other homely articles necessary to neatness and comfort, all trifles of that description having been bought at the five cent counters.

A pretty willow rocking-chair, ornamented with olive and pink ribbons, and a knitted hassock to match, the two latter Christmas gifts, stand on the rug. On the olive-draped mantels are grandma's Nankin tea-pot, two small silver candle-sticks, and a large ginger jar not decorated and spoiled with gummed-on pictures, but left in its pristine blue and white beauty. This in their season is kept filled with white daisies gathered on Sunday afternoon walks. Two or three photographs of good subjects, that are better than chromos and cost less, hang on the wall and complete the pretty refuge of this proud and industrious girl, who is self-respecting enough to earn her own living rather than to be dependent upon her rich relations.

HOW TO SUCCEED.

FOR DECLAMATION.

You are the architects of your own fortunes. Rely on your own strength of body and soul. Select some speciality for your life's work, and adhere to Paul's precept: "This one thing I do." Let your star be industry, self-reliance, faith, and honesty, and inscribe on your banner, "Luck is a fool, Pluck is a hero." Earnest effort in one direction is the surest road to wealth and high position. Don't take too much advice. Keep at the helm, steer your own ship, and remember that the great art of commanding is to take upon yourself the largest share of the work. Don't practice too much humility. Think well of yourself. Strike out. Assume your position. It is the jostlings and joltings of life that bring great men to the surface. Put potatoes in a cart over a rough road, and the small potatoes go to the bottom. Turn a raft of logs down a mill-race, and the large logs come on top. Rise above the envious and jealous. Fire above the mark you intend to hit. Energy, invincible determination, with a right motive, are the levers that move the world. Don't drink. Don't chew. Don't smoke. Don't swear. Don't deceive. Don't read injurious novels. Be in earnest. Be self-reliant. Be generous. There are two sides to every balance, and favors thrown in on one side of the scales are sure to be reciprocated in the other. Be civil. Be a gentleman. It is a foolish man who does not understand that molasses will catch more flies than vinegar. Read the papers; they are the great educators of the people. Advertise your business. Keep your own councils, and superintend your own business. Make money and do good with it. Love God and your fellow-men. Love truth and virtue. Love your country and obey its laws.—H. G. EASTMAN.

APPETITE AND SLEEP.

"I am happy to inform you," writes a patient who is using Compound Oxygen, "that I am decidedly better than when I last wrote you. Can sleep three or four hours a night more. Appetite is splendid; can eat enough for any hard-working man." Our treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. DRs. STARKEY & PALEN, 1109-1111 Girard st., Philadelphia, Pa.

BOOK DEPARTMENT.

NEW BOOKS.

THE PREMIUM SPEAKER. By George M. Baker. Boston: Lee & Shepard.

This is a neat, handy volume, comprising selections of poetry and prose of all character, humorous, pathetic, descriptive, etc. The scope is wide, there being choice pieces for reading clubs, social declamation, home and public entertainments. The selections are wisely made from grand old English classics and the best of modern writings, with special reference to their appropriateness to reading, recitation and declamation. A limited number of well chosen dialogues are a noteworthy feature. The size is convenient, while the print, paper and binding are of good quality, plain and substantial.

POLITICAL HISTORY OF RECENT TIMES. Translated by Rev. John P. Peters, Ph. D. New York: Harper & Brothers. \$3.00.

To the comparative few who are acquainted with Mr. Muller's book in the original, this work of Dr. Peters will hardly seem a translation, nor is it so meant. He has, with the author's permission, abridged and omitted some chapters, and added an appendix to the work, which brings it more into what was actually needed in its translation, i. e. a book that should give students and the general reader large, but concise views of the political history of Continental Europe in the nineteenth century. Here we find that want supplied. It is a work carefully prepared and well written, just suitable for students in reading preparatory to lectures; and a book highly valuable to the public as a means of understanding the foreign news of the day. The book is well arranged. It is divided into periods which embrace the contemporary politics of countries with their relations to each other. This assists the reader to take in the nation's affairs in their political connection without getting things mixed, while it is so clearly titled and indexed that any particular subject may be readily looked up. The facts of information are well given and valuable; while the influence and characteristics are set forth in so unbiassed a manner they cannot fail to stimulate the reader to judge fairly of the various powers, the policy of their movements and their instigators. The recent political history of England is especially interesting, treating as it does of her policy in negotiations with other countries, as well as of the domestic management. Considering the excellent works now published upon the United States governmental affairs, Dr. Peters omitted that section in his translation. No one can read the book or any part of it without being awakened to greater interest in the affairs of the world, and without being able to more thoroughly understand the current news of the day. It is published in a plain, substantial form, good print and paper; and is altogether a book for use and reference such as teachers and home libraries can hardly afford to be without.

HEROES AND HOLIDAYS; Talks and Stories about Heroes and Holidays; or, Ten-Minute Sermons to Boys and Girls on the Holidays and on the International Sunday-school lessons of 1883. Cloth, \$1.25. Paper, in two parts, 30 cents each.

These sermons are by the following well-known preachers of the United States and England: Rev. W. F. Crafts, Rev. W. Bull, Rev. J. G. Merrill, Rev. Mark Guy Pearse, Rev. T. L. Cuyler, D.D., Rev. Richard Newton, D.D., Rev. R. S. Storrs, D.D., Rev. Eli Corwin, D.D., Rev. Anna Oliver, Rev. B. T. Vincent, Rev. J. L. Hurlbut, Rev. Clayton Welles, Rev. Pichard Cordley, Rev. Cyrus Hamlin, Rev. J. S. Ostrander, Rev. S. H. Virgin, Rev. E. B. Snyder, D.D., Rev. J. A. Cass, Rev. Hiles Pardoe. The book is edited by Rev. W. F. Crafts. It is illustrated with forty new cuts and many incidents and object illustrations, making a beautiful gift book. The book includes Holiday Sermons to children for New-Year's, All-Fool's Day, Palm Sunday, Easter, Pentecost and Christmas, besides sermons and Bible heroes described in Joshua, Judges, Ruth, Samuel and Acts, and Sermon on Missions

and Temperance. It is suitable for children and grown people, for interesting reading, study or instruction.

MAGAZINES.

Harper's for February presents a fine budget of illustrated articles including "The Wild Welsh Coat," with almost a wilderness of beautifully engraved sketches, adding to the interest in the wild country across the sea aroused by Wirt Sikes, storied description. "The Local Associations of Whittier's Poems," written in a bright, pleasing style and abundantly illustrated will be a great attraction to the admirers of the Quaker Poet. Herbert Tuttle has a well written and illustrated article upon "German Political Leaders" and "Artist Strolls in Holland," are more enticing than ever. The other articles, stories and poems of this number are also very good.

The *Magazine of Art* for February, is a delightful number. The engravings from famous subjects alone contained therein make it worth the cost; but there is also an excellent supply of well written articles. "Millet as an Art-Critic," "Artists' Homes—Mr. Hubert Herkomer's," by Alice Meynell; "The Pipes of all Peoples," by Harry Barnett; "A Sculptor Born," by Leander Scott; "The Coaly Tyne," by Aaron Watson; "Pictures at the Fitz-William Museum—The Venetians," by Sidney Colvin; and "Art in the Nursery," all of which are illustrated in a truly exquisite style and thoroughly interesting in matter.

The *Magazine of American History* for January, presents a valuable paper in Dr. John Gilmary Shea's answer to "Where are the remains of Columbus?" The noble career of Lord De La Warr, is well portrayed by Alexander Brown, with special relation to his connection with the State of Virginia. "Plymouth Rock Restored" and valuable notes and queries make this number bright and interesting.

In two of the January numbers of *The Continent* there are the first and second parts of "Wits and Beauties of the Eighteenth Century," by Amelia E. Barr, illustrated with many engravings from famous portraits or medallions. Several are from Sir Joshua Reynolds's famous paintings and are engraved by such engravers as Johnson, Nichols, etc.

Littell's Living Age for January 13, contains: The Primitive Polity of Islam, *Contemporary Review*; Thomas Carlyle's Apprenticeship, *Scottish Review*; Four Months in Morocco, *Blackwood*; The Factor's Shooting, *Blackwood*; A Relic of Swift and Stella, *Temple Bar*; No New Thing, *Cornhill*; Baboo English, *Chambers' Journal*; An Autumn Flood, *St. James Gazette*; with choice poetry and miscellany.

Church's *Musical Visitor* for January, has several good articles upon recent compositions and productions, and many valuable pieces of information and advice in the musical line.

The latest number of the *Standard Series* is an octavo pamphlet upon Personal Reminiscences of Lyman Beecher, by Rev. James C. White. (Price 10 cents.)

Good Times for January, has a Christmas Play, Christmas Carols and many pieces for school recitation.

Vick's Monthly for January, is accompanied by a beautiful colored plate of Gluxions and many interesting and instructive pages of reading matter.

The most important part of the *Authors' Review and Scrap-Book* for January, is a biography of Nathiel Hawthorne, with side lights upon his works and life.

NOTES.

MORE than \$18,000 have been subscribed to Longfellow Memorial.

THE late Anthony Trollope was buried in Ken Green Cemetery. He was exceedingly genial and popular and his loss is much lamented.

AT the request of the International Society Letters the Russian Czar has liberated the anti Tchernichewsky, who has been a convict in Siberia for eighteen years.

THE Century Company announce the immediate publication of the Imperial Dictionary, a standard in Great Britain, a new edition of which has been in preparation for over ten years. It is illustrated and has an encyclopædic character which increases its usefulness. It will be in four octavo volumes.

MR. WILLIAM CUSHING of Cambridge, Mass., about bringing out a work called the *Century Authors*, including the years 1780-1880. It will be issued in monthly parts, at fifty cents a part, five dollars a year. It will reach four or five volumes and will give a brief account of each author. The specimen sheets indicate that it will be very comprehensive.

MR. H. L. Hastings, editor of the *Christian*, Boston, has published in pamphlet form his lecture on "The Inspiration of the Bible," delivered before the 16th annual convention of the Young Men's Christian Association of Massachusetts, and subsequently repeated by request in Maine. Fifty thousand copies have been printed, which will be supplied at 50 cents a dozen or \$3.00 per 100, and gratuitous distribution at \$10 per thousand. This is an opportunity to be gladly embraced for spreading the weighty opinions of a very able man upon a vital subject.

The account of Max Bruch's American tour mentioned in our last issue, may be obtained from Mr. John Lavine, Steinway Hall, New York. It contains a list of Herr Bruch's most important works, the names of the societies which he has appeared at, and a description of his life and work. Mr. Lavine is the manager of the distinguished German composer's trip through the States.

The *Critic*, the New York literary fortnightly to be published hereafter every week. This would seem to be an indication, not only of its success, but of the determination of its editors to satisfy popular demand for criticism, which shall be both as well as just and intelligent. As the only literary weekly in America, it is fair to presume that it will present the literary news of the day more promptly and with greater fullness than it has before been given. Indeed, the editors announce their intention of making it a newspaper in every sense of the word, though without changing its character in other respects, or lowering its tone. A critical review. The first number for the year (No. 53) contains—apart from its purely literary features—a portrait of Walt Whitman, printed on a separate sheet of paper, over a fac-simile of the poet's signature, written for the occasion, attached to an extract from his "Leaves of Grass."

THE newspapers tell us that Albert Palmer, new mayor of Boston, spent his boyhood on a farm where by diligence in study he prepared himself at the age of 15, to teach school during the winter months, by which means he made his way through his preparatory studies and his College course at Dartmouth. Is there any man in America who has not "taught school" at some town or other? It is a shame that such a custom prevails. Good to the teachers; bad for the children.

Brain and Nerve Food.

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It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quietness and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body. Composed of the vital or nerve-giving principles of the Ox Brain and Wheat Germ. Physicians have prescribed it for many years. For sale by Druggists or by mail, \$1.00.

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Publisher's Department.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY.

This flourishing institution is about entering its second school term. Prof. Moses Brown has just completed an extended course of lectures upon the Delsarte system of Expression: Dr. Carl Seiler has entered upon a course of lectures on Voice, Acoustics, giving interesting experiments and illustrations; Dr. Edward Brooks, who has made the science of Pedagogics a subject of careful study for years, is giving a short course of lectures on teaching, with especial reference to teaching Elocution and Oratory. Other courses of like importance and by equally eminent authorities have been arranged for the remaining two terms of the year. While the wants of the public reader and the teacher of elocution are as carefully provided for as heretofore, the school is appealing more strongly to clergymen, lawyers, lecturers and those especially interested in public delivery. With twenty teachers and lecturers, each a specialist in his department, this institution is prepared to meet the many and varied wants of those desiring training in the art of expression.

A. S. Barnes & Co. of New York do a very large business in publishing school and college text-books. This house issues books upon all subjects belonging to the school work, especially upon the sciences. The famous "Steele's Fourteen Weeks' series" comprise some of the best text-books for beginners in physics, chemistry, astronomy, etc., that can be found. Their Geography and Arithmetics, now being advertised, commend themselves to the special attention of teachers, superintendents, Boards, etc.

Some seasonable books at low prices are being advertised now by Henry A. Young & Co. In their list we notice "Charades and Pantomimes," by Oliver Optic, "Popular Amusements," by the same author; "Children's Speakers," "Children's Hour," and "Children's Days" by Mrs. Slade, and other books, just the thing for affording pleasant recreation, which will give the better rest to hard work.

To meet the new movement of spending less time upon the hard digging work necessary to translate works in the Latin and Greek languages Charles De Silver & Sons of Philadelphia are now publishing interlinear translations of Virgil, Caesar, Horace, Cicero, Salust, Ovid, Xenophon, etc. for use in schools. They have also ready Clark's Latin Grammar adapted to this interlinear series of classics.

By application to Pinckney's Agency teachers may be supplied with good positions and families provided with teachers, tutors, governesses, readers, etc., in a satisfactory manner. They also do quite a business in negotiation for the sale and rent of school properties, advertising schools and teachers, giving information and assistance to parents in selecting schools best suited to their wants, and make it a point to be thoroughly informed upon everything connected with the business.

We call especial attention to the advertisement of John B. Davids & Co's writing inks, etc., and add that we heartily recommend them. A few weeks since a letter went from our office written with Davids' ink and before reaching its destination, was lost and lay upon the ground for three days during a continued rain storm. It was found and delivered, and in our correspondent's reply he said, "I should like to know what ink you use, for I find the writing perfectly legible after a good three days' soaking."

We call attention to the advertisement of Ketcham & McDougal's Automatic Eye-glass Holder, which provides one with a safe place for the glasses when not in use, and enables the owner to always have them ready when wanted.

The Clinton H. Menely Bell Company of Troy, N. Y., manufactures a very excellent quality of bells for every use. They make a specialty of church and school bells and produce some that stand almost without rivals in the country. Illustrated catalogues are sent free to all purchasers.

"When the fountains of life are not corrupted and embittered by suffering; when the functions of womanhood are strictly normal, woman life is like music, with no discord to jar her delicate sensibilities and break the vital and organic harmony. But many who suffer from vital and functional disorders have found immediate relief and a permanent cure by using Mrs. Lydia E. Pickham's Vegetable Compound.

Lincoln Reads a Poem.

Honest Old Abe Entertains his Cabinet with a Little Quotation.

"Now, gentlemen, you all have more or less poetry in your souls; listen to this," and Abraham Lincoln, then President, rose from his chair, in his office in the White House, and read, in trembling tones, which indicated his own profound appreciation of it, Dr. O. W. Holmes' "Last Leaf," of which the following are two verses:

"They say that in his prime
He pruned the pruning knife of time
Cut him down;
Not a better man was found
By the crier in his round
Through the town
Now the mossy marbles rest
On the lips that he had pressed
In their bloom;
And the name he loved to hear
Have been carved for many a year
On the tomb."

Mr. Michael Guilfoyle, of Binghamton, N. Y., is not as old as the venerable Boston citizen of whom the poet wrote with such tender pathos, yet he is more than three score and ten. "For the past eight of those years," he writes, "I have been a perfect cripple from rheumatism, hobbling about as best I could with my cane. I took PARKER'S GINGER TONIC, and am now supple and strong as a gymnast. There is no trace of the disease left about me."

Mr. H. W. Mosher, wholesale druggist, of Binghamton, writes Messrs. HISCOX & Co., of New York—Proprietors of the Tonic—certifying to Mr. Guilfoyle's declaration.

Having all the properties of any preparation of ginger, PARKER'S GINGER TONIC is a remedy of infinitely greater range and power. It cures all diseases arising from an impure state of the blood or imperfect digestion. Dyspepsia (and all its consequences), Malarial Fever, Sick Headache, Kidney troubles, Bronchitis, and common Coughs and Colds, vanish at its touch. Prices, 75 cents, and \$1. a bottle. Large size the cheaper.

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This wonderful aid to the human voice was discovered by a professional speaker and singer, who felt the necessity for something to strengthen and relieve the throat; develop the full voice power, and cure quickly Colds, Coughs and all diseases of the Throat, Bronchitis and Lungs.

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removes all disagreeable odors from the BREATH, caused by CATARRH, BAD TEETH, etc. It is entirely free from the injurious and acid properties of tooth pastes and powders, which destroy the enamel, ONE BOTTLE WILL LAST SIX MONTHS.

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GOOD NEWS TO LADIES!
Get up Clubs for our CELEBRATED TEAS, and secure a beautiful "Hot and Cold Bath Tea Set" (4 pieces) our own invention. One of these beautiful Tea Sets gives away to the party holding a Club for \$25.00. Beware of the so-called "CHEAP TEAS" that are being advertised—they are dangerous and detrimental to health—do not buy. Deal only with reliable houses and with first hands if possible. No humbug.
The Great American Tea Co. Importers,
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are well made, with good tone and good taste.
Illustrated Catalogues sent free.
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The Lord's Prayer and 50 other Sub-Mottoes.

12 cards, size 8x14, printed on both sides of the best rail-road card board.

Colors: Salmon and Green.

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21 Park Place, N. Y.

The School Herald Extra.

For September, 1881.

Contains questions and answers on the History of the World for 1881-82; also an appendix, "How to teach Current History;" "Essays in Current History," with two examples from the narrative of the Egyptian War. Illustrated by four maps, representing the Grecian boundary, the scene of the recent Herzegovinian War, the Lena delta and the delta of the Nile.

Upward of 30,000 of the first edition of this work were sold for use at the summer institutes. The second edition is enlarged and adapted more especially to school use, to introduce the important study of the History of To-day. As a brief record of the year, to be kept for future reference, it is invaluable.

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\$72 a week. \$13 a day at home easily made. Costly outfit free. Address TRU & Co., Augusta, Maine

"I say, fellows," exclaimed Fogg, "have you heard the news? Brown and his wife have separated." "No, is that so?" "How did it come about?" "I always thought it would come to that." "Gress it'll be better for both of 'em." These were a few of the expressions that fell from the lips of the boys as they eagerly crowded around Fogg. "Yes," said Fogg, "the Browns have separated. I saw Brown kiss Mrs. Brown good-bye at the depot just now. He said he would be back to-morrow." The crowd retired in disgust. The boys were, of course, terribly disappointed.

A brave and faithful guardian of our homes and property rescued from imminent peril.

A very popular and well-known member of our police force, who has performed duty twelve years at the Union R.R. Depot on Exchange Place in Providence, R.I., gives his unsolicited testimony. Hear him:

"I have been dreadfully troubled with disease of the Kidneys and Liver during the past six months; at times I was so severely afflicted that I was unable to stand on my feet, as my feet and lower parts of my legs were very badly swollen; my urinary organs were in a dreadful condition, my blood was in a wretched state, and it had become so impoverished and circulated so poorly that my hands and feet would be cold and numb and so white as to appear lifeless. I could not rest nights, but was so distressed all over that I could not lie still in bed, but would keep turning and rolling from one side to the other all night, so that I would feel more tired and exhausted in the morning than when I went to bed. My condition became so serious that I was obliged to stop work, and for thirty days I was unable to be on duty. I consulted the best doctors, and tried the numerous medicines and so-called cures, but rapidly grew worse, and was in a sad condition every day, when a long-time valued friend of mine, prominent in this city in a large express company, urged me to try Hunt's Remedy, as he had known of wonderful cures effected by it. Upon his representation I obtained two bottles of the Remedy and commenced taking it as directed, and greatly to my surprise in less than twenty-four hours I commenced to feel relieved. I was in an awful condition when I began to take the Remedy, and had no faith in it; therefore, when I found almost immediate relief, even in one day's use of it, my heart was made glad, and I assure you I continued to take the Remedy and to improve constantly from day to day. I took it with me on my trip to Maine, for I was bound to have it with me all the time, and the result is that I improved speedily all the time I was away; and ever since my arrival home, which was several weeks ago, I have been on duty every day. I feel first-rate, and the swelling of hand, feet and legs have disappeared, and the terrible back-ache which used to bother me more than all the rest, troubles me no more, and I sleep splendidly nights, and surely have very excellent and forcible reasons for speaking in praise of Hunt's Remedy, for it has made a new man of me. I don't know what I should have done without Hunt's Remedy, it is the best medicine that I ever took, and I very gladly recommend it to all who are afflicted with Kidney or Liver diseases of the urinary organs.

Respectfully,
ISAAC W. FAIRBROTHER.

TEACHER: Can you multiply together concrete numbers? (They appear uncertain.) Teacher: What will be the product of forty apples multiplied by six pounds of beef? Small boy, triumphantly: Mince pies.

Ayer's Sarsaparilla is the most potent blood purifier, and a fountain of health and strength. Be wise in time. All baneful infections are promptly removed by this unequalled alternative.

"The end of the season," remarked Johnny, holding up the empty pepper-box.

Monroe, Mich., Sept. 23, 1875.

Sirs—I have been taking Hop Bitters for inflammation of kidneys and bladder. It has done for me what four doctors failed to do. The effect of Hop Bitters seemed like magic to me. W. L. CARTER.

MINISTER: "Don't you think it's wicked to catch fish on the Sabbath?" Small boy (not having a rise all the morning): "Who's catching fish?"

Dresses, cloaks, coats, stockings and all garments can be colored successfully with the Diamond dyes. Fashionable colors. Only ten cents.

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This preparation, consisting of the Extract of Beef (prepared by Baron Liebig's process), the very best Brandy that can be obtained, soluble Citrate of Iron, Cinchona, and simple Bitter Tonics, is presented to the world for a trial of its claims. There are several preparations purporting to contain some of the above-named components, but the high cost of manufacture and the consequent reduction of profit, have caused the manufacturers to allow many such to deteriorate by the use of impure and cheap materials.

Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit.

We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

We believe a trial will convince all—as it has already convinced many—that it is an invaluable aid to the physician. Its benefit is particularly marked in lowered states of the system, such as simple Anemia, and that resulting from malarial poison, in chlorosis, spinal irritation, mental and nervous debility of over-worked business men, and especially in convalescence from protracted diseases. Its simple bitter principles act directly on the gastric nerves, stimulating the follicles to secretion, and giving to weakened individuals that first requisite to improvement—an appetite. The Cinchona which it contains makes it indispensable in the treatment of the results of malarial disease, whilst its iron is a direct blood food, and its alcohol acts in the double capacity of assisting the local effect of the simple bitters upon the gastric mucous membranes, and also as a direct nervous stimulant.

It will thus appear that, unlike any preparation ever before offered, it combines properties of the utmost value in the treatment of such conditions as have been spoken of in this article. It is truly stimulant, tonic, nutrient, and hematogenic, and is so palatable and digestible that the most sensitive palate and stomach will not reject it.

N. B.—COLDEN'S LIQUID BEEF TONIC is sold by Druggists generally in pint bottles. In ordering our article, persons should be particular to mention "COLDEN'S." To guard against imitation, see fac-simile of T. COLDEN on bottle-label.

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At a corner of a street in Paris a wooden bench on which was placed a hat, attracted the attention of passers, for a placard contained this announcement: "To charitable ladies and gentlemen: Do not forget the poor blind man who has gone to breakfast."

FATHERS often make a great mistake in bringing up their sons to follow their own trade. A Philadelphia trunkmaker was wiser. He had ten sons and all are now brakemen on railroad passenger trains. The trunkmaker is getting rich.

A young man in a train was making fun of a lady's hat to an elderly gentleman in the seat with him. "Yes," said his seat mate, "that's my wife and I told her if she wore that bonnet some fool would make fun of it."

To conclude; this is not a new preparation, but one whose merits have been long acknowledged.

In a report of the celebrated physician, Sir ENASMUS WILSON, of London, he says: "Several cases of incipient consumption have come under my observation that have been cured by a timely use of LIEBIG'S BEEF TONIC (COLDEN'S)."

We are in receipt of several hundred such commendations, but prefer, instead of introducing them here, to merely append an official analysis of the preparation, made by an eminent London chemist:

The following is a correct analysis of COLDEN'S LIQUID BEEF TONIC, perfected 3d January, 1868. I obtained the samples indiscriminately from the Company's Warehouse, Lower Thames Street, London, E. C. I find this preparation contains:

20 per cent. saccharine matter.	20
25 per cent. glutinous or nutritious matter obtained in the condensation of the beef.	25
25 per cent. spirit rendered non-injurious to the most delicate stomach.	25
30 per cent. of aqueous solution of several herbs and roots, among which are most discernible Peruvian and Calimaya Barks.	30
Total.	100

I have had the process explained by which the beef in this preparation is preserved and rendered soluble by the brandy employed, and I am satisfied this combination will prove a valuable adjunct to our pharmacopoeia.

Signed, ARTHUR HILL HASSALL, M.D., F.R.S., President of the Royal Analytical Ass. London.

RUSSELL SQUARE, London, W.C. 3d January, 1868.

Since the date of the above analysis, and by the urgent request of several eminent members of the medical profession, I have added to each wineglassful of this preparation two grains of SOLUBLE CITRATE OF IRON.

T. COLDEN.

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Prof. De Graff is probably better known as a conductor of Institutes than any other man. He has given a great impulse to educational progress. The book is a careful statement of the instructions given by him at the New York, Penn., New Jersey, and W. Virginia Institutes, and especially intended to assist teachers in the practical work of the school-room. In each subject the author has given:

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- 3rd. Cautions, or how to avoid mistakes in teaching the subjects.
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The author was a pupil of Mr. Page. He was the President of the N. Y. State Teachers' Association in 1878-80; is a popular conductor of Teachers' Institutes, and has spent his life in educational work. The volume is a capital one, and will be of real practical service. It covers a different field from any other. It will be a great aid to any teacher. Price, \$1.50, postpaid.

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This volume describes the methods used in the New York Public Schools (it was prepared by City Superintendents Kiddle, Harrison, and Calkin). It details the methods in each grade, and a knowledge of it may almost be said to be required of every teacher in the New York City. Price, \$1.50, postpaid.

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These manuals are reprints from works published in England and are highly valued by the London teachers. They cover a large field; they have practical suggestions, and are not merely theory. One of these will be sent postpaid for 25c. or the set of five for \$2.50 postpaid. Address:

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